

**USING JIGSAW TECHNIQUE TO IMPROVE SPEAKING SKILL FOR THE  
SCIENCE STUDENTS OF GRADE XI-1  
AT SMAN 2 YOGYAKARTA IN THE ACADEMIC YEAR OF 2011/2012**

**A THESIS**

Presented as Partial Fulfillment of the Requirements for the Attainment of the  
*Sarjana Pendidikan* Degree in English Language Education



**Written by:**

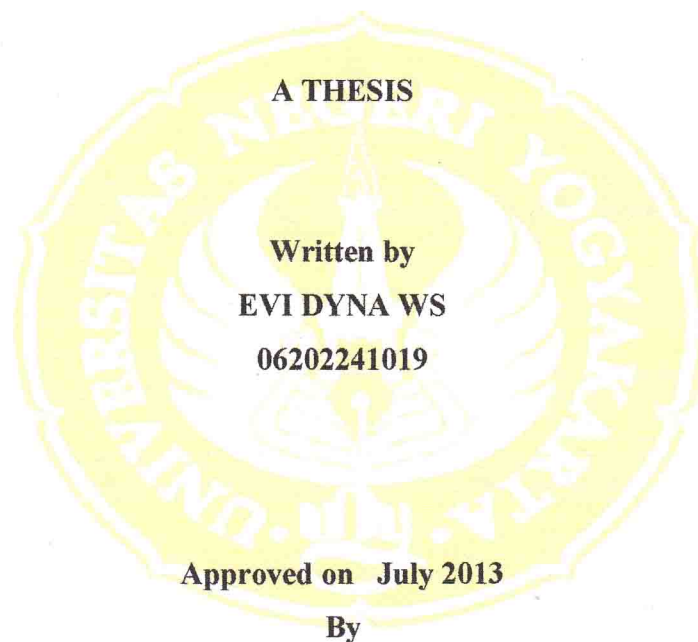
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2013**

## **APPROVAL SHEET**

**USING JIGSAW TECHNIQUE TO IMPROVE SPEAKING SKILL FOR THE  
SCIENCE STUDENTS OF GRADE XI-1  
AT SMAN 2 YOGYAKARTA IN THE ACADEMIC YEAR OF 2011/2012**



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AT SMAN 2 YOGYAKARTA IN THE ACADEMIC YEAR OF 2011/2012

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Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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## **MOTTOS**

**“Hunger is the real motivation” – writer**

## **DEDICATIONS**

I dedicate this thesis to my family especially Mom and Dad  
who have been very supporting.



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### Bismillahirrahmanirrahim

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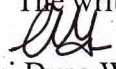
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Finally, may Allah always bless us. Aamiin

Yogyakarta, August 2013

The writer

  
Evi Dyna WS

## TABLE OF CONTENTS

|   | page |
|---|------|
| APPROVAL SHEET.....   | ii   |
| RATIFICATION SHEET.....   | iii  |
| PERNYATAAN.....   | iv   |
| MOTTOS.....   | v    |
| DEDICATION.....   | vi   |
| ACKNOWLEDGEMENT.....  | vii  |
| TABLE OF CONTENTS.....  | viii |
| LIST OF TABLES.....   | x    |
| LIST OF FIGURES.....  | x    |
| LIST OF ABBREVIATION.....                                       | xi   |
| ABSTRACT.....   | xii  |
| CHAPTER I INTRODUCTION.....                                     | 1    |
| A. Background of the Problem.....                               | 1    |
| B. Identification of the Problem.....                           | 2    |
| C. Limitation of the Problem.....                               | 4    |
| D. Formulation of the Problem.....                              | 4    |
| E. Objective of the Study.....                                  | 5    |
| F. Significance of the Study.....                               | 5    |
| CHAPTER II LITERATURE REVIEW.....                               | 6    |
| A. Review of Theories.....                                      | 6    |
| 1. The Nature of Speaking.....                                  | 6    |
| a. Speaking concept.....  | 7    |
| b. Aspects in Speaking.....                                     | 9    |
| c. Elements of Speaking.....                                    | 11   |
| 2. Teaching and Learning of Speaking.....                       | 13   |
| 3. The Characteristic of Senior High School Students....        | 15   |
| 4. Teaching Speaking Based on School Based Curriculum.....      | 16   |
| a. Types of classroom speaking performance.....                 | 18   |
| b. The roles of teacher and students in the speaking class..... | 19   |
| c. Assessing Speaking.....                                      | 21   |
| 5. Cooperative Learning.....                                    | 23   |
| a. The Definition of Cooperative Learning.....                  | 23   |
| b. Components of cooperative Learning.....                      | 24   |
| c. Characteristics of Cooperative Learning.....                 | 27   |
| d. Advantages of Cooperative Learning.....                      | 27   |
| f. Disadvantages of Cooperative Learning.....                   | 29   |
| e. Learners outcome for Cooperative Learning.....               | 29   |
| 6. The Concept of Jigsaw Technique in Teaching.....             | 31   |



|  |     |
|--|-----|
| Language.....  | 32  |
| a. Principle of jigsaw.....                                      | 33  |
| b. The Benefits of Jigsaw.....                                   | 34  |
| c. Implementing Jigsaw Technique.....                            | 34  |
| B. Conceptual Framework.....                                     | 34  |
| CHAPTER III RESEARCH METHODE.....                                | 36  |
| A. Research Method.....  | 36  |
| 1. Type of Research.....   | 38  |
| B. Data Collection.....  | 39  |
| C. Research Validity and Reliability.....                        | 41  |
| D. The Procedure of Action Research.....                         | 42  |
| E. Place and Time of Research.....                               | 44  |
| CHAPTER IV   | 44  |
| THE RESEARCH PROCESS, FINDINGS, AND INTEPRETATION.....           | 44  |
| A. Sharpening of the Problem-Reconnaisance.....                  | 49  |
| B. Implementation of the Actions and Discussions.....            | 49  |
| 1. Report of Cycle 1.....  | 49  |
| a. Planning.....   | 51  |
| b. Action and Observation in Cycle 1.....                        | 57  |
| c. Reflection .....  | 60  |
| d. Conclusion of Cycle 1.....                                    | 61  |
| 2. Report on Cycle II.....                                       | 61  |
| a. Planning.....   | 63  |
| b. Action and Observation.....                                   | 68  |
| c. Reflection.....   | 72  |
| d. Conclusion of Cycle II.....                                   | 74  |
| C. Pre-Test and Post-Test of the Student's Speaking Ability..... | 77  |
| CHAPTER V.....   | 77  |
| CONCLUSION, IMPLICATION AND SUGGESTION.....                      | 79  |
| A. Conclusions.....  | 79  |
| B. Implication.....  | 80  |
| C. Suggestion.....   | 85  |
| REFERENCES.....  | 88  |
| APPENDICES.....  | 86  |
| A. COURSE GRID.....  | 96  |
| B. LESSON PLAN.....  | 138 |
| C. JIGSAW RULES AND SHEETS.....                                  | 140 |
| D. INSTRUMENTS.....  | 153 |
| E. FIELD NOTES.....  | 165 |
| F. INTERVIEW TRANSCRIPTS.....                                    | 176 |
| G. STUDENT'S SCORES IN PRE-TEST AND POST-TEST.....               | 180 |
| H.PHOTOGRAPHS.....   |     |

## LIST OF TABLES

|   | Page |
|---|------|
| Table 2.1 Standard of Competence and Basic Competency of Speaking Skills for Senior High School Students Grade XI Semester Two..... | 17   |
| Table 3.1 The Research Instruments and Data Collection Techniques.....  | 38   |
| Table 4.1 Most Feasible Problems to Be Solved .....   | 48   |
| Table 4.2 The Schedule of Topic for Cycle 1 and Cycle 2.....  | 51   |
| Table 4.3 The Comparison of Actions Between Cycle 1 and Cycle 2.....  | 62   |
| Table 4.4 The Difference Among the Condition Before the Action, After Cycle I and Cycle II.....                                     | 73   |
| Table 4.5 The result of Pre-Test and Post-Test.....   | 74   |
| Table 4.6 Conversion Table.....   | 75   |

## **LIST OF FIGURES**

|  | <b>Page</b> |
|--|-------------|
| <b>Figure 3.1 Kemmis and Mc Taggart Action-Research Cycle.....</b> | <b>37</b>   |

## **LIST OF ABBREVIATIONS**

|   |              |
|---|--------------|
| R | : Researcher |
| S | : Student    |
| I | : Instructor |
| T | :Teacher     |
| O | :Observer    |

**USING JIGSAW TECHNIQUE TO IMPROVE SPEAKING SKILL FOR THE  
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By:  
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**Abstract**

The objective of this study was to improve the students' speaking skills of Science Students Grade XI-1 of SMA N 2 Yogyakarta in the academic year of 2011/ 2012 by using Jigsaw technique.

In this research, the researcher implemented Jigsaw technique. The actions were designed to improve the students' speaking skills and the students' motivation to learn and to speak in English. In addition, they were implemented according to the curriculum and in line with the course grid arranged before the implementation of the actions. This study was an action research study consisted of two cycles and used qualitative and quantitative methods.

The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students about the implemented actions. The qualitative data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' speaking skills through the pre-test and post-test. The instruments for collecting the data were speaking rubric, observation guidelines, and interview guidelines. The data collected were qualitative and were analyzed from the field notes and interview transcripts during the research.

The research results showed that Jigsaw technique was effective to improve the students' speaking skills of Science Students Grade XI-1 of SMA N 2 Yogyakarta in the academic year of 2011/ 2012 during the process of the action. However, not all students gained improvement indicted in the post-test result due to external factors. There were students who did not gain any improvement at all, while for those who did, the improvement could be seen from their increasing score especially in the pronunciation and the interaction management skill. However, Jigsaw technique also has the downside. The observation showed that it was very time consuming. Despite its weakness in practice, Jigsaw made students more motivated and active during the teaching and learning process. The students produced more oral language, more negotiation in meaning and better pronunciation. In summary, Jigsaw helped students improve some skills in speaking English.

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

There are four skills that high school students are expected to master in learning English: reading, writing, listening and speaking skill skills. However, among the four skills, speaking is considered to be the most difficult skill to be learned by students. Brown and Yule (1983) support this notion in their statement “learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with”. It is irony that in reality the teaching and learning of English at schools focuses more on the reading and writing skills instead of the speaking skill. In fact, the aim of teaching students English is not merely to help them to pass national examination, but also to make them able to use this language in real life communication.

On the other hand, as a productive skill the teacher must focus the speaking activity on how to help the students to use and to communicate in English. In addition, Richard and Renandya (2008) states that most students often evaluate their success in language leaning as on the basis of how they feel about the improvement in their speaking proficiency. To achieve that teachers should implement teaching method which can engage the students in a more active learning.

Still related to the problem above, the students’ low engagement in the learning process does not only come from the lack of the teacher’s interesting teaching methods. The less engaging teaching and learning process lead to low proficiency of speaking skill such as wrong grammar use and pronunciation and lack vocabulary. There are also many challenges that should be addressed by the teacher to make the students to communicate well in English. Some

psychological factors are also involved in this problem for example shyness and anxiety which become the main causes of students to be reluctant to speak (Brown, 2001).

Regarding this problem, the Cooperative learning method becomes one of the solutions that can minimize the problems found in the students of Science Class XI-1 at SMA N 2 Yogyakarta. Under the big umbrella of Cooperative learning, Jigsaw is then implemented as the solution to improve the students' speaking skill. The use of Jigsaw as a method in teaching speaking is based on various problems found in the classroom during observation.

Jigsaw is a part of teaching technique which is based on cooperative learning. Cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. As the result, the learning process is expected to be interdependent. Based on the phenomena above, the researcher decided to implement Jigsaw in the action research to teach speaking.

## **B. Identification of the Problems**

Based on the observation and discussion, there are some problems in teaching and learning process which should be improved. The problems emerged from the teaching techniques used by the teacher, and the material and classroom management which was far from interesting for students.

The first problem was related to the teacher's teaching techniques. The teacher only used text books as the media of teaching. Moreover, compared to other skills such as reading and writing, the speaking skill only had a little portion taught in the class. The teacher also dominated the teaching and learning process leaving the students passively involved in it. In other words, the teacher only lectured in delivering the material. Other tasks the teacher gave students were only



completing vocabulary task, answering reading and grammar task. That is why the students were less encouraged to actively participate.

The second problem is the low motivation of students in the learning process. During the class, many students could not focus on the material being taught. It was shown by the many students who were chatting with their friends or doing other activities. Some students only kept silent but did not seem to be attached to the material taught. In addition, there were only a few chances for them to try producing words orally.

The third problem is related to the classroom management in which the students are hard to manage especially the boy students. Some of them were chatting with their friends, drawing or doing other activities. It made the teaching and learning process did not run in effectively. The teacher had no choice but to focus only on a few students who were still participating and ignore the others who were not. These problems certainly affected their performance in speaking. From speaking skill point of view, some students also had difficulties in using the right grammar, pronouncing the words correctly and using the right vocabulary in speaking. They were also had a little oral production or speaking practice. Based on the existing problems the researcher decided to implement Jigsaw teaching technique to improve the speaking skill to Science Students of Class-1 of SMA N 2 Yogyakarta.

### **C. Limitation of the Problem**

It is clear that appropriate techniques are important in the teaching and learning process. There are various kinds of technique used in teaching and learning of English. The researcher decided to use Jigsaw technique to improve the students' English speaking skill by attracting students' interest and motivation to learn speaking. Among the three other skills, the researcher

focused on the students' speaking skills improvement. In addition, the efforts done in this research were limited by physical factors such as time and facilities. The researcher has a limitation of time to handle all of the problems in the school because there was only two months to conduct this research. Therefore, to make teaching and learning process become more interesting, the researcher chose Jigsaw to make the teaching and learning more effective to the students of Science Students XI-1 at SMA N 2 Yogyakarta.

#### **D. Formulation of the Problem**

Based on problem limitation, the problem was formulated as follows: How can Jigsaw be implemented to improve the Science XI-1 students' speaking skill at SMA N 2 Yogyakarta?

#### **E. Objective of the Study**

In accordance with the problems formulated above, the objective of the research is to improve the Science XI-1 students' speaking skill by Jigsaw technique at SMA N 2 Yogyakarta.

#### **F. Significance of the Study**

The result of this research is expected to be useful information to:

1. increase the teachers' knowledge of English and share experiences in improving the students' English speaking skill by using Jigsaw technique;
2. encourage the teachers in doing action research in improving their teaching of English speaking as the professional practices;
3. give contributions to the general public in increasing knowledge concerning the classroom action research to improve speaking skill.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

This chapter mostly talks about some theories related to the topic of the study. In order to have the same views of the terms, the writer would like to present the definition of the terms.

##### **1. The Nature of Speaking**

According to Brown and Yule (1989: 26) “Speaking is to express the needs—request, information, service, etc.” It is an activity to express what is in mind in order to demand the information or service. It is the process and sharing meaning by using verbal and non verbal symbols in variety of context (Chaney, 1998 in Kayi, 2006). In other words, the fundamental language mastery must be through speech since it is the primary form of communication. Bygate in Nunan (1989: 30) also states that learners need to develop skills in the management of interaction involves such things as knowing when and how to take the floor, when to introduce a topic or change the subject, how to invite someone else to speak, how to keep a conversation going, when and how to terminate the conversation and so on. Negotiation of meaning refers to the skill of speaking of making sure that both speakers and author have correctly understood each other. Meanwhile, Spratt (2005: 34) states that speaking is a productive skill, like writing, it involves using the organ of speech to express meanings to the other people. That is why in speaking teaching and learning, the activity should encourage students to actively speak in target language.

### **a. Speaking Concept**

Speaking is one of the four language skills taught in the teaching of English. It involves the knowledge of sounds, structures, vocabularies and culture subsystems of language. Brown and Yule in Nunan (1989: 26) states that there are two basic distinctions between spoken language and written language. The teaching of spoken language only comprises of short, fragmentary utterances in pronunciation range, while for written language, it is characterized by the making of sentences in well form that are integrated into structured paragraphs. There are also two basic language functions teachers should know; they are transactional and interactional functions. The former concerns the exchange of information, while the latter focuses on maintaining relationship as the purpose of the speech. Brown (2001: 267) cites that when someone can speak a language it means that he can carry on conversations reasonably and competently. Furthermore, he adds that acquisition of a language demonstrates the ability of a learner to accomplish pragmatic goals through an interactive discourse with other language speakers. Speaking of language exposure, Brown (2000, p195) argues that the idea of learning a foreign languages is heavily determined by the quantity of exposure to the target language. Also it is important in forwarding the argument that L1 should be minimally used in the classroom to achieve maximum exposure to the target language.

Therefore the classroom may serve as an “intake” informal environment and formal linguistic environment that can accomplish language learning and acquisition. That is why creating an environment where students should speak as much as possible in the target language will be helpful to improve their speaking ability. With this in mind, students should hear, speak, and interact in the target language in order to gain the proficiency.

There are several aspects of useful oral communication cited by Nunan (1989: 32):

- 1) The ability to articulate phonological features of the language comprehensibly.
- 2) Mastery of stress, rhythm, intonation pattern.
- 3) An acceptable degree of fluency.
- 4) Transactional and interpersonal skills.
- 5) Skill in taking short and long speaking turn.
- 6) Skill in the management of interaction.
- 7) Skill in negotiating meaning.
- 8) Conversational listening skill (successful conversational require good listener a well a good speaker).
- 9) Skill in knowing about and negotiating purpose for conversation.
- 10) Using appropriate conversational formulas and filler.

It can be concluded that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. This skill involves two or more people where hearers and speakers have to react to what they hear and make their contributions at a high level speed. Involving students in communicative activities using previously mentioned aspects will create a better speaking skill.

### **b. Aspects in Speaking**

#### **1) Fluency**

According to Nunan (1999), fluency means that the speakers are required to be able to keep going when speaking spontaneously. However it does not mean that the speakers speak so fast, because sometimes pausing is important. Nunan (1999) states that pause is an aspect

of fluency which may be long but not frequent. Moreover, when speaking fluently, speakers should be able to get the message across with many resources and abilities they have got and regardless of any grammatical and other mistakes. In addition, Harmer (2001: 269) asserts that the ability to speak fluently is not only knowing knowledge of language features, but also the ability to process information and language ‘on the spot’.

Thornbury (2005) adds that pausing in speech is important in the speaker’s fluency for several reasons such as the need to take a breath or to give the listener a time to get the meaning of the speaker’s speech. However, frequent pausing indicates the struggle in speech of the speaker although he produces accurate result of speaking. This condition is not judged as fluent speaking. Another significant factor in the perception of fluency is the length of run, i.e. the number of syllables between pauses. The longer the runs, the more fluent the speaker sounds (Thornbury, 2005).

Speakers can use a number of production strategy to compensate for the demands involved in speech production. According to Thornbury (2005), one of the strategies is the ability to disguise pauses by filling them by using fillers such as “uh” and “um”. Other expressions such as “sort of” and “I mean” are also used to fill in pauses.

## 2). Accuracy

Accuracy, according to Spratt (2005), is “the use of correct forms of grammar, vocabulary and pronunciation”. However, it should be noted that accuracy is relative. This can be seen in an example where children and adults have different accuracy levels. Language learners mostly are concerned with the accuracy in speaking that they make the best use of their language ability to meet the communicative demands. According to

Heinemann (1996:50), if the learners are given time to prepare on what they are going to say, they will be able to produce a more proper accuracy within a communicative context. This becomes the solution to the issue where students' feeling anxious to speak spontaneously due to the very limited time to prepare. By giving them time to prepare for themselves, they will have a better confidence, thus, enjoy the process of learning.

In order to study more in depth with accuracy, Willis (1998) proposes its characteristics as follows:

- a) Usage: explanation
- b) Language for display
- c) Language for knowledge
- d) Attempts at communication are judged by linguistic competence
- e) Attention is given to language
- f) Correction is often a feature of accuracy focused work
- g) Language is the objective

### 3.) Appropriateness

Appropriateness, according to Spratt (2005), is “the use of correct style of formality”. It is an important aspect in language learning yet it is also complex since it is not easy to decide how to say things which depend on the context and the culture. For example, there are times when it is more appropriate to say ‘Hold on a minute, will you?’, while the other times it is more appropriate to say ‘Could you wait a moment, please?’. Focusing on inappropriate forms of language enables to raise understanding of appropriateness in using language.



### **c. Elements of speaking**

Here are the elements of speaking proposed by Thornbury:

#### **1) Different speaking events**

There are several different speaking genres according to Thornbury (2005:13-14). One of them is transactional and interpersonal function. As stated earlier that the main purpose of transactional function is conveying information and facilitating the exchange of goods and services, while the interpersonal function is about maintaining and supporting social relationship.

The category of speaking events can be categorized into two varieties; interactive and non interactive. For example, the conversation carried out in a store between the buyer and seller is an example of interactive speaking event, while, phone message in answering machine is non interactive speaking event.

There are also other speaking events proposed by Thornbury: the speaking which is planned and the unplanned one. Spontaneous conversation such as meeting someone in the street is an unplanned speaking event, while giving a lecture or wedding speech is a planned one (Thornbury, 2005).

As stated by Harmer (2007, 345), teachers would not expect their learners to be able to use various discourse markers or repair strategies at all levels. Instead, it is better for the teacher to expect their learners to develop conversational skills as their English improves. Furthermore, the teacher should be able to help the students to develop conversation which looks real.

There are various kinds of classroom activity for teaching speaking as stated by Murcia and Olshtain (2000:65) for example, getting the students to analyze the transcripts of real speech,

using game, directing students to ask question and respond to the questions of the others in order to raise the awareness of the students.

## **2. Teaching and learning of speaking**

As stated by Harmer (2007:345-348), teachers can use some of the following useful ways to encourage students in taking part in the speaking activity.

- a. Preparation: it is a good thing to give the students time to think about what they are going to say and how. It also applies on practice with their peers before performing in front of the class.
- b. The value of repetition: allowing the students to repeat on the material the teacher has taught and let them to improve it. It reduces the anxiety because the material has been taught before.
- c. Big groups, small groups: making sure that they get chances to speak and interact in big or small groups.
- d. Mandatory participation: allowing the students to equally engage in a task without knowing who gets the turn first and who gets the next.

Brown (2001:275-276) proposes that there are some principles in designing speaking teaching techniques as follows:

- 1) Using techniques which cover different types of learners needs ranging from language based focus on accuracy to message based focus on meaning, interaction, and fluency. The task proposed by the teachers should be meaningful and able to encourage learners to identify and use the language.

- 2) Employing various motivating techniques. Motivating techniques should be able to attract students to access their goal of learning and need of knowledge and achieve competence.
- 3) Using authentic language in meaningful context.
- 4) Providing appropriate feedback and correction enables learners to learn from their mistake in speaking and reduce their anxiety of making mistake.
- 5) Emphasizing close relationship between speaking and listening. That is why it is very important to integrate these two skills.
- 6) Giving students chance to initiate speaking activity such as asking questions, starting conversation, and choosing topic.
- 7) Making students become aware of their own language learning strategies to accomplish oral communication goal.

Incorporating writing and speaking, as stated by Harmer that speaking and writing has something in common that is both of them are productive skills. Thus, it can be inferred that teachers can use some of writing activities to teach speaking:

- a. Introducing new language. In this stage teachers show the learners about the language they are going to learn, the importance of the language and how to use it. Teachers should also teach about the grammatical pattern and the pronunciation.
- b. Practice. At this stage teachers guide students to practice the language which has been taught and point out inaccuracy. It can be in the form of non communication and communication activities.
- c. Communication activities. At this stage, the teacher gets the students in communication activities in which the language has been taught is used. These can be in the forms of discussion, problem solving, or role play.

### **3. The Characteristics of Senior High School Students**

Senior High School students have characteristics that affect the teaching and learning process. Each learner has differences including aptitude, good learner characteristics, learner styles, language levels (beginner, intermediate and advanced) and individual variations (Harmer, 2007: 12-13)

Furthermore, Harmer (2001: 39) says that teenagers have some characteristics.

#### **a. The search of individual identity**

Learning in senior high schools is a time for students to find out the individual identity. It is about dealing with questions that arise about themselves such as “who am I?”, “what do I need?” , and other questions about their needs and wants. This situation must be responded in the right way. Explaining the significance of learning a subject influences students to get motivation.

#### **b. Self- esteem**

Self- esteem affects the achievement of students. It increases confidence. Moreover, it is gained from the acknowledgement of families, teachers and friends. In fact, the role of peers is very crucial in this age. It is most important than the attention of the teacher.

#### **c. Distrutive Behaviour**

The need of self- esteem and peer approval makes the teenagers distrutive. They do actions that invite attention from people around. Then, for teachers, this condition can be used to encourage their bravery in expressing themselves.

#### **d. Potential**

Teenagers have a great capacity to learn, a great potential for creativity and a passionate commitment to things which interest them. In the teaching and learning process, they need materials that can encourage them to access new knowledge, can stimulate their creativity and can attract their attention or interest.

In accordance with Brown (2001: 108), senior high school students have automaticity to process new materials. They formally have learned English for three years since junior high school. Thus, they have basic knowledge about English. This existing knowledge helps them to get new knowledge.

#### **4. Teaching Speaking Based On School Based Curriculum**

The teaching of speaking should be integrated with the other skills such as listening, reading and writing. It should also be based on the school based curriculum as the guide of teaching. Here is the standard of competence and basic competency of speaking skill.

**Table 2.1. Standard of Competence and Basic Competency of Speaking Skills for Senior High School Students Grade XI (Semester Two)**

| <b>Standard of Competence</b>   | <b>Basic Competency</b>   |
|---|---|
| 9. Expressing meaning informally and sustaining transactional and interpersonal conversation in the daily life context                            | 9.1. Expressing meaning informally and sustained transactional (to get things done) and interpersonal (socializing) conversation using simple spoken language accurately, fluently, and acceptably in the form of expressions of stance, love and sadness in the daily life context         |
|   | 9.2. Expressing meanings informally and sustain transactional (to get things done) and interpersonal (socialize) conversations using simple spoken language accurately, fluently, and acceptably in the form of expressions of embarrassment, anger and annoyance in the daily life context |
| 10. Expressing meaning in the short functional texts and essay in the form of narrative, spoof and hortatory exposition in the daily life context | 10.1. Expressing meaning of formal and informal, short functional spoken text using simple spoken language in the daily life context.   |
|   | 10.2. Expressing meanings in essays using simple spoken language accurately, fluently and acceptably in the form of narrative, spoof and hortatory exposition to interact in the daily life context   |

### **a. Types of classroom speaking performance**

Brown (2001) states that there are six categories of oral production that can be done in the classroom:

#### **1) Imitative**

Imitating is an activity which focuses on some particular elements of language form such as drilling. In drilling, students are asked to repeat a certain string of language in order to help the students to 'loosen the tongue' and associate the selected grammatical forms with their appropriate context.

#### **2 ) Intensive**

Intensive speaking is the speaking activity designed for students to practice some phonological or grammatical aspect of language.

#### **a) Responsive**

Responsive means the students are assigned to give short reply to the teacher's or other student's question. These replies are usually sufficient and do not extend into dialogues.

#### **b) Transactional (dialogue)**

In transactional (dialogue), the students are expected to carry out the purpose of conveying or exchanging information.



### c) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

### d) Extensive (monologue)

Monologue can be in the form of summaries, oral report or short speeches the register is also more formal and deliberative.

In order to achieve maximum second language acquisition, the L2 should become the medium through which teachers teach, and students demonstrate what they have learned (Johnson, 1995). The communication between teachers and students in L2 classrooms mediates between teaching, learning and L2 acquisition. Teachers and students together develop particular understandings of what constitutes language and language learning (Hall, 1995). Communication in the classroom is the most critical condition for second language acquisition, since knowledge is something generated, constructed indeed co-constructed in collaboration with others (Nystrand, 1997; Wells, 1995, 2001). Based on these notions, using the target language in classroom is very crucial for the students' second language acquisition.

## **b. The roles of the teacher and students in the speaking class**

### **1) The roles of the teacher**

The roles of the teacher in teaching speaking are to give a clear explanation about the language being learnt and guide students to use it through various activities. It is important to give clear and appropriate instructions and to demonstrate the activity with a student so that no

one is in doubt about what they should do. According to Harmer (2007:347), there are some roles of teacher in teaching speaking as follow:

a) As a prompter; the teacher gives guidance, suggestion and support without disrupting the student's activity

b) As a participant; the teacher and the students may talk together communicatively as near-equal participants. It means that the teacher can join into the activity but still under the term of scaffolding.

c) As a feedback provider; the teacher has to be tactful in giving appropriate feedback in a particular situation. Teacher gives helpful feedback and correction calmly.

## **2) The Roles of the Students**

Nunan (1989:86) states that in speaking tasks, students are expected to use the language in oral interaction activities which had been imperfectly mastered. It is also more important to negotiate meaning rather than simply repeating the language. Although the teacher has a role in explaining and guiding the students to use the language, there are still problems faced in class when it comes to teaching speaking. Students are usually reluctant to perform in class. Therefore, it takes a very important concern for the teacher to use various interesting activities to get the students actively involved.

### **c. Assessing Speaking**

Commonly, there are two ways to assess students' speaking ability (Thornbury, 2005). The first is known as a holistic scoring. In the holistic scoring, the teacher only gives a single score on the basis of an overall impression. This holistic way has advantages of being quick and is

perhaps suitable for informal testing of progress. Then, the second way is through an analytic scoring which gives separate scores for different aspects of the task. This scoring takes longer, but requires the teacher to take a variety of factors into account and it is probably fairer and more reliable. However, one disadvantage is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five categories are probably to be the maximum criteria.

Meanwhile, assessing students' speaking competencies can be done at the beginning and the end of the language class. When giving a speaking test at the beginning of the class, the teacher can know the students' initial speaking competence and at the end of the class the teacher can get the students' progress or achievement on the language has been learned. However, it should be noted that testing speaking is not the same as testing grammar. Therefore, it is important to know some aspects of assessing students' speaking ability, (Thornbury, 2005). These aspects are used when the teacher applies analytic scoring. The first aspects are grammar and vocabulary. In these first aspects, the students are assessed through the accuracy and appropriateness use of syntactic form and vocabulary in order to meet the task requirement at each level. Besides, they are also assessed through the range and appropriate use of vocabulary. The second aspect is discourse management. Discourse management deals with the ability to express ideas and opinion in coherent and connected speech. Also, the students' ability to maintain a coherent flow of language with an appropriate range of linguistics resources over several utterances is also assessed. The third aspect is pronunciation. This aspect assesses the students' ability to produce comprehensible utterances to fulfill the task requirement. Then, the last aspect is interactive communication. This aspect deals with the students' ability to interact with the other students by initiating and responding appropriately. It also includes the ability to use functional language and

strategies to maintain or repair interaction. Meanwhile, there are several spoken test types which are commonly used; interview, role play, live monologue, recorded monologue, and collaborative task and discussion.

On the other hand, Luoma (2004) points out that a rating scale is important in assessing students' speaking ability since it can determine exactly how the criteria will be applied to the performances. She claims that the development and use of speaking test is a cyclical process in which it begins with a need for speaking scores and ends with the use of the scores. In addition, she states that before making the rating scale, the examiner (the teacher) usually makes a test development process and a two-step testing process. In the two-step testing process, the test is first administered and then scored. The administration is an interaction between the students and other students to complete the tasks, and it produces the test discourse. Then, the rating is an interaction between the teacher as the rater, the criteria and the performances included in the test discourse to produce the scores.

Regarding those two ways in assessing the students' speaking ability proposed by Thornbury (2005) and Luoma (2004), it is needed to incorporate the analytic scoring with the rating scale. The analytic scoring can be combined with the rating scale so that it is more detail in giving the students' speaking assessment. By combining the analytic scoring and rating scale techniques, the process of assessing the students' speaking ability will be more detail and easier.

#### **4. Cooperative Learning**

##### **a. The definition of Cooperative Learning**

Cooperative Learning refers to group work activity in which all the members of the group works together to achieve common goals in their learning process. It is organized in order to create exchange of information environment between learners in groups and in which each

learner is held accountable for his or her own learning and is motivated to increase the learning of others. (Olsen and Kagan in Richards and Rodgers, 2001: 192). Another definition of Cooperative Learning is also defined by Cruickshank, Jenkins and Metcalf (2009) as “instructional procedures whereby learners work together in small groups and are rewarded for their collective accomplishments”. Cooperative Learning is analogical with a team sport in which the team depends on the contribution of each individual group member complete the task. In Cooperative Learning, it is better to make heterogeneous groups in order to maximize the advantages of Cooperative Learning (Norman, 2005). Heterogeneous group means the individual in each group are mixed on one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency and diligence (Jacobs and Hannah, 2004: 98-99). They also mention the benefits of Cooperative Learning, such as “encouraging peer tutoring, providing a variety of perspectives, helping students come to know and like others different from themselves and fostering appreciation of the value of diversity”. More specifically, Jacobs and Hall (2002: 52) define that “Cooperative Learning is more than just putting students in groups and giving them something to do”. It emphasizes on the way the teacher and the students work together in the group (Larsen and Freeman, 2000). In Cooperative Learning the teacher does not only teach how to learn more effectively, but s/he also teaches them collaborative or social skills, so that they can work together more effectively (Larsen and Freeman, 2000).

## **b. Components of Cooperative Learning**

Borich (2000: 312-314) explains components of Cooperative Learning as follows:

### **1) Teacher-Student Interaction**

The teacher should broaden the interaction with all of group members by helping them to be more self-reflective and aware of their own performance.

### **2) Student-Student Interaction.**

The interaction of student to student can promote collaboration, support and feedback from peers. In Cooperative Learning, all members are expected to responsible for their own and their group learning.

### **3) Task Specialization and Materials**

The Cooperative Learning activities are timed, completed in stages, and placed within the context of the work of others. The choice of task and materials should promote interaction among group members. The tasks used usually need a 'division of labor'. The larger task is broken down into some subparts to be the responsibility of each group member

### **4) Role Expectations and Responsibilities**

The roles of the students in cooperative language learning are as group leader, researcher, recorder, and summarizer. Meanwhile, Richards and Rodgers (2001: 199-200) proposes additional information about the roles involved in the cooperative language learning. The roles are divided into learner roles, teacher roles, and the role of instructional materials. They identify the description of each role as follows.

#### a) Learner roles

The learner's are responsible for their own learning. Learners can direct, plan, monitor, and evaluate their own learning. Meanwhile, as a group member they have to actively participate in the activity. They can be the tutors, checkers, recorders, and information sharers.

#### b) Teacher roles

The main role of the teacher is as a facilitator. As explained by Johnson et al. (1994) in Richards and Rodgers (2001: 199), the teacher should create a well structured learning environment, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time. Harel in Richards and Rodgers (2001: 199) add that during Cooperative Learning the teacher interacts, teaches, refocuses, questions, clarifies, supports, expands, celebrates, empathizes. Depending on what problems evolve, the following supportive behaviors are utilized. Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its own problems, extending activity, encouraging thinking, managing conflict, observing students, and supplying resources. Cruickshank, Jenkins, and Metcalf (2009: 254) say that the teacher of a cooperative class is also the leader. To be a good leader the teacher has some responsibilities in the learning process.

#### c) The role of instructional materials

The materials in cooperative language learning should create opportunities for students to work cooperatively. They may be specially designed for cooperative language learning (e.g commercially sold Jigsaw and information gap activities), modified from existing materials, or borrowed from other disciplines.

### **c. Characteristics of Cooperative Learning**

Johnson and Johnson in Norman (2005: 4-5) points out the characteristics of Cooperative Learning. They are positive interdependence, individual accountability, face to face interaction, small group skills, and group processing.

### **e. Advantages of Cooperative Learning**

The implementation of Cooperative Learning in the classroom gives some advantages.

1) It increases the number of talking opportunities for individual students.

Brown (2001: 178) says that group work gives better opportunities for students for talking. Where in the traditional language classes the teacher talk is dominant, in the Cooperative Learning students talk more. Student talk will be dominant in their interaction in the group as they share ideas with the other group members. It is appropriate with Long and Porter (1985) in Brown (2002)'s estimation that "if just half of your class time were spent in group work, you could increase individual practice time five-fold over whole-class traditional methodology." In the traditional teaching classes, Brown (2002) says, student talk will be restricted by teacher's initiation, while in Cooperative Learning there will be more variation of student talk. He explains that it is because "small groups provide opportunities for student initiation, for face-to-face give and take, for practice of negotiation in meaning, for extended conversational exchanges, and for student adoption of roles that would otherwise be impossible."

2) It offers an affective climate.

Brown (2001) says that students will participate more actively participate in Cooperative Learning than in a whole-class activity. Harmer (2007: 166) gives an additional explanation that



“students can choose their level of participation more readily than in a whole-class or pair work situation.” According to Brown, it is because “each individual is not so starkly on public display, vulnerable to what the student may perceive as criticism and rejection.” Besides increasing student participation, Cooperative Learning also increases student motivation. In Cooperative Learning students feel free to participate. Also, working in a group is more private than work in front of the whole class.

3) It promotes learner responsibility and autonomy.

Students are responsible for sharing ideas and information to other members as well as to the group because they have their own roles in the discussion. Cooperative Learning also promotes learner autonomy because students make their own decisions in the group without great dependence on the teacher (Harmer, 2007).

4) It is a step toward individualizing instruction.

Each individual in a classroom has different abilities. “Cooperative Learning”, Brown (2001) says, “can help students with varying abilities to accomplish separate goals.” Thus, the teacher must divide the class into groups carefully based on the differences.

#### **f. Disadvantages of Cooperative Learning**

Besides advantages, Cooperative Learning also has some disadvantages. Harmer (2007: 166) explains four disadvantages of Cooperative Learning.

1) It is likely to be noisy. Some teachers feel that students lose control when they work in small groups.

2) Not all students enjoy it. Some students prefer to be the focus of the teacher’s attention rather than working with their group mates. Also, they may be uncomfortable to work in a certain group and wish they could join the other group.

3) Not all students actively participate in the discussion. It can happen when students always have the same roles in the group discussion. Thus, some students will be passive, while the others will dominate.

4) It takes longer to organize. It may take longer time for students to begin and end the group activities, especially when they move around the class.

#### **f. Learner outcomes for Cooperative Learning**

Arends (2009: 352-352) states that Cooperative Learning has three important outcomes. They are the academic achievement, tolerance and acceptance of diversity, and social skill development.

##### **1) Academic achievement**

Cooperative Learning can benefit both low and fast learners. The fast learners teach the low learners and provide help on the task. In the process, the fast learners also increase their academic achievement because they need to think more deeply about a particular subject.

##### **2) Tolerance and acceptance of diversity**

The heterogeneity in a group enables students to learn to appreciate each other. It is appropriate with Allport (1954) in Arends (2009)'s premise that "mere physical contact among different racial or ethnic groups or special-needs children is insufficient to reduce prejudice and stereotyping."

##### **3) Social skill development**

The social skills are very important when students live in a certain society, especially when they work in a large, interdependent organization and community in the future because Cooperative Learning promotes interpersonal intelligence.

#### **5. The concept of Jigsaw technique in teaching language**

The Jigsaw method was originally developed by Elliot Aronson in 1970 in Austin, Texas. As Cooperative Learning technique, it has been studied by numbers of researchers at different levels and subjects (Holliday, 2002). There have been several modifications introduced in Jigsaw strategy. In the original Jigsaw each student of the group was given different material. Then, all students who have the same part of material gathered to form an “expert group”. In this expert group, the students discuss until they master the material. After that, they return to their original group to explain the others about the material.

As suggested by Slavin in 1978 (Wang, 2002) he states that Jigsaw II attaches more importance to the familiarity of the entire group member with the task). Furthermore, Jigsaw classroom is considered to be one of the most effective in improving learning outcomes. Apart from the different implementation and types of Jigsaw; Jigsaw I, Jigsaw-II (by Slaving, 1987), Jigsaw-III (by Stahl, 1984), Jigsaw-IV (by Holliday, 2000), Reverse Jigsaw (by Heeden, 2003) and Subject Jigsaw (Doymus, 2007), Jigsaw technique can enhance Cooperative Learning among student.

A slight different term stated by Doymus (2004) and Slavin (1991) about Jigsaw is each member belongs to two different group, the “home group” and “Jigsaw group”. At the beginning students gather in their home group and each member of this home group is assigned to a part of material which they will have to learn as an “Expert”.

Jigsaw promotes the importance of self esteem, intrinsic motivation, Cooperative Learning and developing student’s strategies to construct meaning. Most importantly Jigsaw technique focus on the communicative process of language learning (Brown, 2007)

#### a. Principles of Jigsaw

Johnson, Johnson and Holubec (1993) state that there are five principles of Jigsaw strategy:

1) Positive interdependence. Each student should do some effort for the group success by making unique contribution to the joint effort.

2) Face to face primitive interaction. Each group members should explain orally how to master the material or solve the problem, teaching the others, check other member understands, discuss concept and link the present leaning with the past one.

3) Individual accountability for the group achievement. The size of the group should be small because small group enhance greater individual accountability. Later the teacher should test the students randomly by asking one of the students to present their group orally.

4) Interpersonal skills. Social skill is an important part in achieving the success of Jigsaw leaning in class. This social skill includes decision making, leadership, trust building, communication, and conflict management.

5) Group processing. Each group should discuss how well they achieve in their goals and maintain effective working relationship. Besides, they should discuss what actions are helpful and what behavior needs to continue or change.

#### b. The Benefits of Jigsaw

There are many researches showing the benefit of Jigsaw in primary, secondary and even university levels in developing student's critical thinking process, communication skill and the ability to express themselves.

The advantages of Jigsaw according to Aronson (2008):

- 1) It gives students the opportunity to teach themselves about the material.
- 2) Student are able to practice peer teaching, which requires in-depth understanding about the material.
- 3) Students become more fluent in English as they have to explain the material to their peers.
- 4) Each student has to be involved in meaningful discussion in small team. This is hard to achieve in large group discussion.
- 5) Each group is fostered in real discussion followed by question and answer session.
- 6) Students are less dependent on teachers compared to traditional classroom because they are not the main resource of knowledge. In Jigsaw teacher has a role of cognitive guide or facilitator.

### **c. Implementing Jigsaw Technique**

Here are ten steps in implementing Jigsaw in classroom according to Aronson (2008):

- 1) Students are divided into 5 to 6 persons in each group. These groups should diverse in ability, race, gender and ethnicity.
- 2) The teacher appoints one student in each group to be the group leader. These leaders should be the most matter student in the group.
- 3) The material is divided into 5-6 segments and distributed for each member of the group.
- 4) Each student ought to study their own part of material
- 5) The teacher gives time for students to read and understand the part of the material given.
- 6) Next is forming the Jigsaw group in which the student of should gather to with the student with same material. This is called the “expert group”. In this group the students have to discuss

the main point of the material, solve the problem and rehearse the presentation they are going to make.

7.) Students return to their home/jigsaw group and teach their peer in their Jigsaw group. Other members are encouraged to ask questions for clarification.

8.) The teacher floats from the group in order to observe the process. Teacher may intervene if the students find difficulties. If there is a student in the group that dominates the discussion, it is the role of the leader to handle it. The teacher can whisper to the group leaders until the group leaders can handle it themselves.

9) The last, the teacher gives a quiz on the material so the student can learn something instead of thinking that it is only for fun and games.

In STAD (one of Cooperative Learning technique) Slavin (1995) suggests to use a scoring system when giving the students a quiz that ranges from 0 to 30 points and reflects degree of individual improvement over previous quiz scores, the teacher scores the papers. This can also be applied during Jigsaw. Each team receives one of three recognition awards, depending on the average number of points earned by the team. For example, teams that average 15 to 19 improvement points receive a GOOD TEAM certificate; teams that average 20 to 24 improvement points receive a GREAT TEAM certificate, and teams that average 25 to 30 improvement points receive a SUPER TEAM certificate.

## **B. Conceptual Framework**

There are many factors which cause speaking skill to become the most difficult skill to master. One of them is the limited opportunity for students in practicing the target language orally. This can be caused by the feeling of less confidence due to limited vocabulary, unsure

about pronunciation and inability to use proper grammar. This leads the students to be more passive in class. Peer pressure of making mistakes in front of many other students also becomes the source of problem. Therefore, the teacher has to be more creative in facilitating students' learning so that each student can participate in the classroom activity.

Related to the problem mentioned above, the researcher wants to improve the speaking skills of the students by implementing Jigsaw technique. Jigsaw technique allows students to be involved in a discussion and teach their peer students to understand the material. Jigsaw is implemented by first forming several groups. Each group should be kept in small size with each of them assigned part of materials. Group members with the same part of material gather and make a new group which is called the "expert group". In this expert group, the members of the group discuss and master the information. Later, they return to the original group and teach their team member about the material they have mastered. Finally all the team members are tested on the entire body of material. As the students have to be involved actively in the teaching and learning process, Jigsaw is expected to be able to improve classroom participation and speaking ability.

## **CHAPTER III**

### **RESEARCH METHOD**

This section discusses the research design, research setting, subject of the research, time of the research, instruments, data collection procedure, data analysis technique, research validity and reliability, and research procedure.

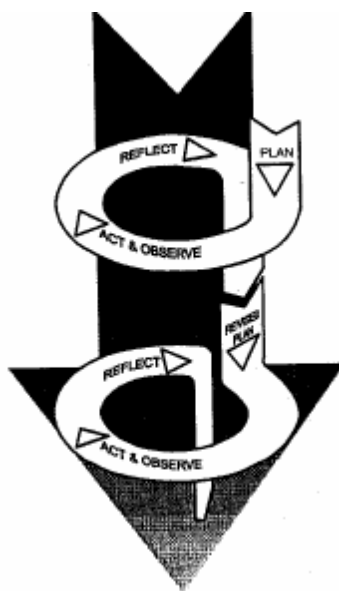
#### **A. Type of Research**

Based on the research objectives, this research belongs to action research. Carr and Kemmis cited in Burns (1999) argue that action research is a self-reflective study conducted by participants in social situations in order to improve the rationality and integrity of their own practices, their understanding of these practices, and the situations in which these practices are carried out. And Mills (2003:5) proposes the definition of action research related to the educational context as any systematic inquiry conducted by the teacher researchers, principals, school counselors, or other stakeholders in the teaching and learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, giving positive changes in the school environment and on educational practices in general, and improving the students' outcomes.

There are some different models of action research. This research uses the Kemmis and McTaggart model. In doing this action research, the researcher, the English teacher, and another research member collaborated and worked together in collecting input about the obstacles and weaknesses of the English teaching and learning process related to the



speaking teaching and learning process, and then identified the research problems. After that, they planned and carried out the actions, observed, evaluated and reflected on the actions implemented in the study. The processes in action research can be shown in the scheme below:



**Figure 3.1:** Kemmis & McTaggart Action-Research Cycle.

Based on Figure 1, the researcher, the English teacher, and collaborator identified some problems, formulated a plan of some actions to solve the problems, implemented the actions, and reflected on the outcome of the actions. These whole steps were done in two Cycles.

## **B. Data Collection**

The data collection are qualitative in nature. They are obtained by interviewing English teacher and the students of Science class XI-1, doing observation during the teaching and learning process and holding discussions with the principal, the English teacher and the observer. So, the data were in the form of field notes and interview transcripts. The

instruments for collecting the data were observation guidelines, speaking rubrics and interview guidelines. Below are the research instruments and data collection techniques used in the research.

**Table 3.1 The Research Instruments and Data Collection Techniques**

| No | Instruments            | Data                    | Usage  |
|----|------------------------|-------------------------|--|
| 1. | Observation guidelines | Field Note              | - In reconnaissance<br>- In action and observation |
| 2. | Interview guidelines   | Interview transcript    | - In reconnaissance<br>- In reflection             |
| 3. | Speaking rubric        | Pre- test and post-test | - In pre- test and post- test                      |

A rubric of the students' speaking performances was used to assess the students' speaking skills. It was used two times, in the pre-test and post-test. In those tests, the rubric focused on four aspects. They were phonological skills, speech function skills, interaction management skills, and extended discourse organization skills (Goh, 2007: 3). Each aspect was scored 1 to 5 in which every score has different indicator; if the score is getting higher, the indicator will be more complicated and vice versa. I adapted the rubric developed by Chistine Goh in Teaching Speaking in Language Classroom.

### **C. Research Validity and Reliability**

Based on Anderson et al. (1994) in Burns (1999), there are five validities in action research; democratic, outcome, process, catalytic, and dialogic validity.

1. Democratic validity which is concerned to extend in which the research is truly collaborative and allows for the inclusion of multiple voices. In this research, the democratic validity was fulfilled by asking all parties involved in the research about their ideas and opinions related to

the implementation of the action. The English teacher and the students in the school were expected to give their opinions and responses to the actions.

2. Outcome validity which is related to the notion of actions leading to outcomes which were successful within research context. The effective outcome is when it involves the resolution of problems and when the reframing of the problem will lead to new questions. To fulfill the outcome validity, the English teacher and researcher made reflection of the implemented actions and planned actions based on the reflection.

3. Process validity which raises questions about “dependability” and “competency” of the research. It was fulfilled by planning, implementing, observing, and reflecting the actions. The data collection was done by doing observation and note during the research, meaning that anything that happened in the teaching and learning process were noted.

4. Catalytic validity which allows participants to deepen their understanding of the research by monitoring other participants. It was fulfilled by interviewing the collaborator and students and asking the students to give their feedback. They also shared the advantages after having this research.

5. Dialogic validity which is related to the notion that the research is conducted through reflective dialogue with critical friends or other researcher. This research had dialogic validity because the researcher had some dialogues with other researcher and did a peer review with the English teacher.

Meanwhile, to enhance the trustworthiness of the data and the subjectivity in analyzing the data, the researcher used triangulation. Triangulation is used to avoid one perspective in analyzing data (Madya, 2009: 75). Burns (1994) in Burns (1999: 163) states that triangulation is a way of arguing that ‘if different methods of investigation produce the same result, then the data

is likely to be valid'. In addition, Burns (1999: 164) proposes four forms of triangulation. They are time, space, investigator, and theoretical triangulation. This research has time triangulation because the data of the research were collected over a period of time in order to identify the factors that were involved in the change process. Then, to get the investigator triangulation, the researcher consulted with other researcher to help in the reflection step so that biased interpretation could be avoided. Also, this research has theoretical triangulation since the data were analyzed from more than one perspective.

On the other hand, in order to ensure the reliability, scores of students' performance tests, interview transcripts and field notes were also used to accomplish same data. To obtain the data about teaching and learning processes, the researcher also interviewed the collaborator (English teacher), observed the teaching and learning processes, and interviewed the students who have just followed the lesson. Moreover, the reliability of the data was gained by giving the genuine data, such as the students' performance scores, field notes, and interview transcripts.

In summary, to fulfill the validity of the research, the researcher follows five criteria proposed by Burns (1999:161). They are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. Democratic validity is related to the stakeholders' chance to give their personal opinion, ideas and comments about the implication of the action research. Outcome validity is notions of actions leading to outcomes achieved within the research context. Process validity is related to the criterion to make the action research believable. Catalytic validity is related to the response of the stakeholders towards the changes occurring to themselves. Finally dialogic validity is the process of peer review which is commonly used in academic research.

#### **D. The Procedure of Action Research**

The researcher used the following action procedures as suggested by Kemmis quoted by Winter (1989:12).

##### **1. Reconnaissance**

In this step, the researcher observed the place where she carried out the action research. Based on the result of the observation, the researcher identified the problems that occurred during the teaching learning process. Since the class has a problem in mastering the speaking skill, the researcher focused on analyzing the problems that related to the speaking skill.

Based on the problem analysis, the researcher determined that the problem was the need of various activities to improve the speaking learning process of the students.

##### **2. Planning**

The researcher made plans to be implemented in the action research. In this step the researcher selected some activities that were considered to be interesting activities to be implemented in improving the speaking learning process. Afterwards, the researcher chose games as one of the interesting ones. After that the researcher selected the games based on the consideration mentioned in the previous chapter. After the games have been selected, the researcher made preparation for the action.

##### **3. Implementing and observing the actions**

The researcher implemented the plans she has made before. Then she observed the class to find out the problem and see how effective the action was.

##### **3. Reflection**

At the end of each action, the researcher and the English teacher made a reflection about the problems occurred during the action implementation. The reflection of the actions indicated

the success of the action research. The actions that were unsuccessful were changed with the suitable ones, but those that were successful were used again in the next actions.

#### **E. PLACE & TIME OF RESEARCH**

The research took place in the science class of grade X-1 in the academic year of 2011/2012. The identification of the problem was done in March 2012. The research was done from April to May 2012. SMA N 2 Yogyakarta itself is one of the most favorite schools in Yogyakarta which is located in Bener, Tegalrejo, Yogyakarta. The school building is a two floors building. There are four main offices in this school; the headmaster office, the teacher office, the administration office and the financial staff office. There are also two computer laboratories, a language laboratory and a library.

## **CHAPTER IV**

### **THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATIONS**

This chapter consists of the description of action steps. They are the sharpening of the problems, the report of Cycle 1, the report of Cycle 2, and the general findings and discussions concerning the actions.

#### **A. Sharpening of the Problem- Reconnaissance**

In order to assess the real condition of the class in the process of teaching and learning, the researcher and collaborator did the initial reflection. The researcher and teacher hold discussions related to the process of teaching and learning of speaking among the students of Class XI Science-1 at SMA N 2 Yogyakarta in the academic year of 2011/2012. The reflection was conducted continuously until the end of the research in order to meet the democratic and dialogic validity.

Based on an observation conducted by the researcher, it was revealed that there were many problems students and teacher encountered. However, the researcher only focused on several problems. The more comprehensive illustration of the condition before the action can be seen from the field note of the observation below:

The teacher, the observer and the researcher entered the class of 32 students at 7.00 am. The teacher led the prayer and introduced the researcher and the observer. After that the researcher and the observer sat in the back to observe the teaching and learning process. The teacher checked the students' attendance. Teacher opened the lesson by asking the student whether or not they had a

homework. The students confirmed that there was not any homework. The teacher asked them to open the course book and asked what page the last time they studied. The students were asked to read a hortatory text without being started with elicitation. After given 10 minutes to comprehend the text the teacher asked if there were any difficult vocabulary. Some students began to ask and the teacher answered the meaning of difficult vocabulary while the students wrote down the meaning. Then the teacher asked the students to answer voluntarily what was in the passage. There was nobody voluntarily answering the questions until the teacher appointed one person. It went on until the whole text discussed. After that the teacher asked students to work in pairs to answer the questions below the text and presented in front. Though there were many students paying attention to the instruction, there were still several students that showed reluctance. Sometimes the class were noisy of the boys chatting with their friends. Mostly the boy students' were hard to manage. The teacher went around checking the condition. Then the teacher asked the pairs one by one to answer the questions in the book using English. Most students would not listen to the others answering the question because they were busy taking notes and talking to prepare for the turn. It made the class noisy when they were supposed to listen to their friends answering the question. In addition, the teacher mostly used Indonesian language as the classroom language which made the students also used Bahasa and Javanese language instead of English. Since there was a school meeting, the teacher ended the lesson early at 8.00 am and assigned the students to do the next task in the book which would be discussed in the next meeting. The teacher asked two students to be interviewed by the researcher. (Field Note s/3/2012, see Appendix F)

The observation showed that the students were not quite motivated in joining the speaking class activity. They did the task reluctantly, especially, when they were asked to speak. The teacher also used more Indonesian than English as the way to interact with students. This obviously made the students less encouraged to use English as the classroom language. It was clear that lack of classroom management made it difficult to get students pay attention to others when they were performing the speaking task. In addition, the tasks were not interesting enough for the students because the teacher only relied on the textbook and the teaching learning process was not dynamic and fun.



In order to seek more information from the students, the researcher interviewed the students asking about their difficulties in speaking English and the teaching learning process.

## Interview 2

Date and Time: 5 March 2012 8.05

Venue : XI Science 1 Classroom

*R : kalian punya masalah apa kalau di speaking skill?*

*S1 : emm,,, susah mengekspresikan apa yang ingin dikatakan, writing lebih mudah bu. Tapi kalau speaking, sebenarnya sudah tahu di pikiran ingin bilang apa tapi susah diekspresikan karena tidak tahu banyak vocab supaya benar inggrisnya.*

*S2: kalau saya, saya malu nanti diejek teman karena Bahasa Inggris saya jelek. Yang lain pada pinter Bahasa Inggris bu. Terus.guru juga lebih perhatian sama yang pinter, mau ngikutin pelajaran juga agak susah kalau sama yang pinter pinter. Takutnya grammarnya salah, karena grammar itu paling susah.*

R: "What is your main obstacle in learning speaking?"

S1 : "umm, it's hard for me to express what I am going to say, I think writing is easier. But when it comes to speaking, what I have prepared inside my mind is very hard to be expressed because I don't have enough vocabularies to speak English well."

S2 : "for me, I am shy to express my ideas in speaking English because I'm afraid the students will look down and mock me with my bad English, whereas most of my friends speak in English with ease. I think the teacher tends to focus more on those who are good in speaking and I find it difficult to accelerate with them. I'm also afraid if I have grammatical error when speaking. I think grammar is the most difficult. " (Interview 5/3/2012, Appendix G)

From the interview above the researcher can conclude that the student's English speaking skill was still low indicated by the problems the students encountered. The problems with low performing students came from their anxiety of lack of vocabulary and grammar ability. Moreover, with the less interesting

method the teacher used, it contributed to the problem of student's inability to improve their speaking skill.

After having a discussion with the observer and the teacher, the researcher identified the problems during the teaching and learning process as follows:

1. The low motivation of students to participate in the teaching and learning process.
2. Students and teacher used Bahasa Indonesia and Javanese most of the time.
3. The method used by teacher was out-of-date.
4. The teacher rarely got the students to work in groups.
5. Students were shy to take chance to speak in English voluntarily.
6. The topics were not up-to-date.
7. The teaching and learning process was more teachers centered.
8. There were still many students who were passive in the class.
9. Students were noisy and they paid little attention when their friends were performing.
10. There was a gap between high performing students and low performing students
11. Students lacked vocabulary

After identifying the problems, the researcher and the teacher formulated the most essential and feasible problems to be solved. They are as follows:

**Table 4.1 Most Feasible Problems to Be Solved**

| No | Problems  | Technique to use  |
|----|---|---|
| 1. | <b>The students were passive during the teaching and learning process.</b>    | <p><b>1. Implementing Jigsaw method.</b> Jigsaw can create more opportunity for students to produce oral language and a more dynamic teaching and learning environment. Aronson (2008) states that, Jigsaw gives the students the opportunity to teach themselves and their peers about the material.</p> <p><b>2. Using up to date topics to attract students' attention and creative thinking.</b><br/>Krashen &amp; Terrel (as cited in Lightbown &amp; Spada, 1999) find that communication provides students with opportunities for them to focus on using the language rather than talking and learning the structure of the language. Therefore, the topics or themes around which students learn language should capture their attention and encourage them to interact more with each other.</p> |
| 2. | <b>The students and teacher used Indonesian and Javanese most of the time</b> | <p><b>1. Using English most of the time in the interaction and teaching learning process.</b><br/>Communication in the classroom is the most critical condition for second language acquisition, since knowledge is something generated, constructed indeed co-constructed in collaboration with others (Nystrand, 1997; Wells, 1995, 2001).</p>  |
| 3. | <b>The teaching and learning process were more teacher centered</b>           | <p><b>1. Implementing Jigsaw technique in order to create a more cooperative learning among students.</b><br/>According to Aronson (2008), in Jigsaw the students are less dependent on the teacher because teacher is not the main resource of knowledge.</p>  |

## **B. Implementation of the Actions and Discussions**

### **1. Report of Cycle 1**

#### **a. Planning**

After conducting in-depth observations and interviews, the researcher and collaborator decided to solve the problems which existed. Thus, the researcher made some plans that would solve the problem in order to improve the students' English speaking skill. The plan for the first Cycle of the action research is as follow:

- 1) Implementing the Jigsaw technique in order to improve the students speaking learning process and speaking skill;
- 2) Using English most of the time and encouraging the students to use English too;
- 3) Teaching more pronunciation skill by letting students imitate pronunciation from the teacher.

The actions in the plan above were aimed to improve the speaking skill of the students as well as the process of speaking learning. Cooperative learning method was chosen as the method to achieve these aims. It is because cooperative learning requires students to help each other to achieve a common goal. Jigsaw involving cooperative learning was considered to be able to increase student's

learning in the way that it can make the students participate actively. It also reduced the students' dependence toward teacher in their learning process.

One of the problems stated earlier was too much teacher-centered learning process. Jigsaw addressed this solution by changing the teacher-centered learning process into student-centered learning process. In the implementation the teacher, in this case the researcher would act as facilitator and guide. In addition, using Jigsaw could improve the student's positive self esteem because of less threatening teaching and learning process. It was in line with the existing problem of students' lack of confidence when they were required to speak in English due to their anxiety of making mistakes. Teacher less dependence was in turn exchanged with their accountability with their peer students. As the result, positive change was gained from the activity when as the students should listen and respect the ideas of one another.

Furthermore, the Jigsaw technique gave the students more time to prepare themselves before they started speaking or presenting as they needed to discuss in their expert group to solve problem. This could be a great solution for those who had less confidence in expressing their ideas in English. Although the technique might be time consuming, this activity created a more productive and active learning environment. Thus, the class became livelier and more fun.

Some of the problems which led to students' reluctance were coming from monotonous task the teacher taught. Thus, the researcher planned interactive and interesting activities to draw students' interest to practice speaking. In order to

achieve it the researcher had chosen the topics which were up to date and related closely to teenagers' life. In implementing the action, the researcher used some texts taken from the internet. In the first Cycle the text would be learnt was hortatory. In the second Cycle the researcher would use narrative text. Here is the schedule for Cycle 1.

**Table 4.2 The Schedule of Topic for Cycle 1 and Cycle 2**

| No | Date  | Topic and Material                |
|----|---|-----------------------------------|
| 1. | 9 <sup>th</sup> and 10 <sup>th</sup> April 2012 | Entrepreneurship (Hortatory text) |
| 2. | 12 <sup>th</sup> April 2012                     | Organic food (Hortatory text)     |
| 3. | 23 <sup>rd</sup> April 2012                     | Friendship (Narrative text)       |
| 4. | 26 <sup>th</sup> April 2012                     | Love (Narrative text)             |

#### **b. Action and Observation in Cycle I**

1) Implementing Jigsaw technique in order to improve the learning process of speaking and the students' speaking skill.

The meetings in Cycle one was conducted on 9<sup>th</sup> April 2012, 10<sup>th</sup> April and 12<sup>th</sup> April 2012. The first Cycle was planned to be done in two meetings only because the time was limited before the exam. However, in practice, the researcher needed extra time to cover the material in the first meeting, thus, an extra session on 10<sup>th</sup> April 2012 was held. The topics taken from the internet were Entrepreneurship for Youth and Organic Food. Both of the topics were chosen because they were considered to be up to date for the youth life. In addition they could improve their knowledge and vocabulary about the current topic.

In the first meeting, the researcher started the lesson by eliciting the students' background knowledge about Entrepreneurship. Students were asked about their opinion on a young entrepreneur picture. After that, the researcher moved to the main session which was started by introducing the Jigsaw mechanism and rule. An illustration of Jigsaw method was drawn on the white board as their guideline to understand it easily. In addition, the researcher explained what was expected from the performance and the advantage of it to their English speaking learning before implementing Jigsaw.

There were 32 students in the class and they were divided into 6 groups. There were three groups consisting of 5 students and two groups consisting of 6 students. In forming the group the researcher asked them to count one to six, and the students with same number gathered. After everybody managed sitting in their home group, the researcher handed them texts with numbers 1 to 6. The researcher gave them 5 minutes to read the text. After that the students with the same piece of text were asked to gather in expert group to study about the text. To give the illustration of the implementation of Jigsaw, the situation can be seen in this field note.

In deciding which group every student belonged to, the researcher asked them to count from 1 to 6. After that every student with the same number gathered and they were given the text from the researcher. They were given 5 minutes to read before instructing them to make an expert group based on the same number of text they are holding. At this time, the students became very noisy both because they were calling their friends of the same text number and deciding where to sit. To make the process quicker, the researcher helped them decide the spot for each expert group. After everybody settled, the researcher instructed them to discuss the text in 10 minutes. ( Fieldnote 9/4/2012. Appendix F)

At first, each of the members in the expert was trying to comprehend the text. While the researcher circulated around to check the situation, she also asked if they found difficulties in understanding the text. Even though they had been asked to bring dictionary, there were only several students who did. In the middle of the session, the researcher asked the students what difficult words they found.

*Seorang siswa bertanya “ Bu, propensity itu artinya apa?”. P meminta menunjukkan teks lalu bertanya “Have you checked the dictionary?” Karena dalam group itu tidak ada yang membawa kamus, P meminta siswa menebak apa arti kata tersebut dengan memahami kalimatnya “ Can you translate the sentence and guess the meaning?” siswa membaca kalimat tersebut “The number #1 motivator for youth propensity to commit crime is income or desire for money and/or material things” siswa sedikit sedikit mengartikan lalu menjawab “ artinya alasan ya bu?”. P berkata “ umm close enough, but not yet correct” lalu murid lain mencoba menebak “ oh.. masalah bu, masalah anak muda yang pertama, yang utama. P menjawab “no...propensity is tendency atau kecenderungan” lalu P maju ke depan dan menuliskan kata sulit tersebut dan meminta murid murid yang menemukan kata sulit untuk menuliskannya ke depan. P juga meminta siswa untuk bekerja sama dalam grup memecahkan terlebih dahulu arti kata sulit yang mereka temukan sebelum P membantu mereka menemukan arti kata yang benar.*

A student asked the R “Mam, what does propensity mean?”. R asked her to show the text “have you checked the dictionary?” In the group, there was no student bringing a dictionary, thus R asked her to guess it by understanding the sentence. “Can you translate the sentence and guess the meaning?” The student read the sentence “The number #1 motivator for youth propensity to commit crime is income or desire for money and/or material things” the student tried to translate it in Bahasa and said “ Does it mean “reason”?. R said “ umm close enough, but not yet correct” .then the other student in the group try to guess “ oh...does it mean problem, Mam? The number one problem of the youth...” R replied “No propensity is tendency”. R stepped forward and wrote the difficult word. Then, R asked the students to discuss the meaning of difficult word with the other students in the group before R helped them to find the right meaning. (Fieldnote 9/4/2012. Appendix F)

After 15 minutes discussing the text, the researcher gave them notification to stop it and returned to their Jigsaw group. As the students sat in their Jigsaw



group, the researcher instructed them to take turns explaining the material they had studied to the group. The researcher gave each group a sheet that consisted of questions to check their understanding to be solved together. Since the time left was limited, the researcher asked only two students from each group to give summary and answer the questions orally.

In the second meeting, the researcher continued the lesson which had not been covered in the first meeting. Thus, Jigsaw was not implemented. In the previous meeting, the grammar had not been taught. That was why in the short meeting which only lasted for 45 minutes the class was taught the generic structure of hortatory text and the grammar. The speaking activity was to make sentence using the vocabulary learnt in the previous lesson and using connectives in a sentence.

In the third meeting, the researcher still used Jigsaw to improve the students' speaking skill on the topic of Organic Food. Before studying the next topic, the researcher asked whether or not the students still remembered the previous lesson. In order to save time, the researcher directly asked them to gather in the Jigsaw group like the first meeting. After everyone was in their group, the researcher gave an introduction of the topic by asking them what they knew about organic food.

The implementation of Jigsaw in the third meeting was actually the same as that in the first meeting. The researcher had them listen to a recording about the opening part of Organic Food text several times. After being repeated about three

times, the researcher and the students tried to discuss what was in the record. This was done when they were in the Jigsaw group. After listening to the recording, the students were given a piece of text with numbers. Then, they gathered to the expert group to discuss each text they were holding. In summary, the implementation of Jigsaw in the third meeting was quite similar to that in the first meeting. Some differences only lied in the additional action such as classroom management and the instruction of the researcher who asked them to search and study about organic food before the class. It was aimed to make students well prepared about the topic before it was discussed in the class.

The additional action of classroom management was implemented because the researcher found that there were still many students in the group who were not actively involved. In order to deal with this the researcher informed them that their score would be taken from their speaking activity during the discussion. In this way the students would be encouraged to actively speak while they were in expert and Jigsaw group.

2) Using English as much as possible both in the interaction and teaching learning process

As explained earlier that one of the problems encountered in class was the very little interaction using English, the researcher encouraged the students to use English as much as they could since the first meeting in Cycle I. This was aimed to make English speaking as the habit of the students so that their speaking skill could improve. In this opportunity, the researcher gave students as many

opportunities as possible for input, output, interaction and negotiation of meaning in the target language. The researcher taught them phrases such as “I don’t get what you mean”, “Would you explain to me again?”, etc. Classroom English was used in many ways such as the opening of the lesson, elicitation prior to the material, giving instruction and feedback. This could be seen in the field note below:

*Sebelum memulai pembahasan materi, R memberikan pertanyaan kepada S “Do you know what an entrepreneur is?”, Beberapa S menjawab “people who bussines”, S lain menjawab “ People who sell something, businessman”. Kemudian R berkata “ good,,so, do you think the canteen lady is also an entrepreneur?” Kebanyakan S menjawab “No”, tetapi ada juga yang menjawab “ Yes”.. lalu ada yang menambahkan “ Entrepreneur itu, businessman who have many worker Miss” R “ Good Halim,, anybody wants to add something?” seorang s menjawab “ people who are Rich from selling Miss.”*

Before starting the material discussion, R gave some elicitation in the form of questions to the S “ Do you know what an entrepreneur is?” Some S replied “People who bussines...” Another S also replied “People who sell something, businessman...” Then R said” good, so do you think the canteen lady is also an entrepreneur?” Most S replied “No”. Though there was one student who said “Yes”. Then a student added “Entrepreneur is a businessman who has many workers Mama”. R replied “Good Halim, anybody wants to add something?” A student replied “People who are rich from selling Miss”. (Fieldnote 9/4/2012. Appendix F)

The students gave positive responses to the implementation of classroom English. Although they rarely used English entirely when interacting with friends, they showed a better improvement in the frequency of English speaking than in the traditional classroom. Some difficulties of comprehending the English

instruction were only found when the researcher explained the Jigsaw. Yet the students quickly understood as the researcher drew an illustration on the board.

### **c. Reflection**

Reflection was done after implementing actions in Cycle one. This was aimed to find out how well the process of learning, the problems encountered and its implication to students' speaking skill. The reflection of Cycle I is described below:

1) Implementing Jigsaw technique in order to improve the learning process of speaking and the students's speaking skill.

Using Jigsaw as the method for teaching English speaking in Cycle I showed an improvement on the students' speaking skill. Though the result was not significant, the method brought a positive difference to the students' learning experience. This could be seen from the result of assessment conducted from the first meeting and also the responses of the students taken from the interview. The interview revealed that the students showed better attitude on the teaching and learning process of speaking. This can be taken from the interview below:

*P: Menurut kamu metode Jigsaw yang ibu gunakan itu apakah membuat kemampuan speaking mu lebih baik?*

*S: iya bu sedikit sedikit..diskusi Jigsaw bikin suka latihan bahasa inggris. Jadi ga begitu susah soalnya kan dibantu sama teman teman yang lebih pintar.*

*P: kalo kamu ga sukanya apa dari metode Jigsaw?*

*S: ga sukanya kalau pas jam pelajaran terakhir, sudah capek jadi males mikir untuk diskusi, kalau pagi tidak apa apa*

**R :** Do you think Jigsaw technique that I implemented improve your english speaking skill

**S :** Yes it's little bit better..Jigsaw discussion made it more fun to practise

English. It made it less difficult because I got help from friends who were more capable

R : What are the things you dislike from this Jigsaw technique

S : What I dislike is when it is conducted in the last session of class, it is tiring and I am reluctant to think for the discussion,. In the morning it is okay.( Appendix G, 9 April 2012)

In the interview above, it can be concluded that Jigsaw increased the learning ability because it was less threatening for students. It is because in Jigsaw each student's part is essential for the full understanding of the final product. This goes in line with the theory of Johnson, Johnson and Holubec (1993) about positive interdependence in Jigsaw. Each student should do some effort for the group success by making unique contribution to the joint effort.

Positive interdependence was reflected when the students in groups discussed the piece of material and master it in expert group. In this stage, the students were held accountable to help each other to comprehend the material both in content and language. It made the students who were shy and reluctant to participate more.

However, there were some problems found in the implementation of Jigsaw in Cycle I as follows:

a) It took a lot of time in implementing the Jigsaw that not all material in the lesson plan could be taught such as grammar. Grammar was only taught a bit in the third meeting. Therefore, time and classroom management was very important.

b) Jigsaw was not preferred to be carried out in the last hours of school. It was because Jigsaw would require a lot of brainstorming and comprehending task in

order to solve problems. This led to student's reluctance to endorse critical thinking and expressing their ideas because they were already tired.

c) When not on researcher's notice, some students were only silent and waited for other students to study the material in the expert group.

The interview transcript with the observer below described the situation in class

*O : masalahnya terkadang ada dua atau tiga siswa yang tidak aktif di grup diskusi, malah kelihatannya menunggu temannya untuk menjelaskan. Kadang kalau sedang tidak diperhatikan, mereka akan main hape atau ngobrol* (the problems were sometimes two or three students did not take active involvement in the group. They just waited for their friends to explain. When the researcher did not pay attention to them they would stuck with their mobile phone or chat ) (Appendix G, 12<sup>th</sup> April 2012)

2) Encouraging the students to use English as much as possible both in the interaction and teaching learning process

The researcher's plan to ask students to speak in English as much as possible gave an improvement toward the students's speaking skill. Students became more used to interact in English with the instructor though rarely with peers. In addition, it also made them familiar with some words, thus, added their vocabulary. This was in line with the purpose of the researcher to make students become better in their speaking ability although code switching often happened (from Indonesian to English) when the students found it hard to speak in full English. When the researcher asked them question in English fully, they would answer in English as well. It was in line with what stated by Lynch (2010) that

certain aspects of teacher talk such as the way he/she asks questions, can influence the way students use the language.

#### **d. Conclusion of Cycle 1**

Generally the action research plans implemented in the Cycle I ran well. The core of the action research in which to implement Jigsaw to improve speaking skill was proven well to raise students' participation in the activity as well as speaking as the outcome. The raise of confidence contributed a lot to their activeness in speaking. Jigsaw method did this by reducing students' anxiety, thus, it created more opportunities for them to speak up both with their peers in group and the instructor.

### **2. Report on Cycle II**

#### **a. Planning**

In this stage the researcher would again act as the instructor while the teacher and observer would observe the implementation of the actions. Based on actions in Cycle I, the researcher made plans that would address the problems that still occurred in Cycle I. Some modification and addition were necessary in this Cycle to achieve better teaching and learning process of speaking and the students' speaking skill. Besides, the text used in Cycle II was narrative.

The second cycle comprised of 2 meetings only Jigsaw was not recommended to be implemented too often since it could make the students get bored. Each of them had four phases and each phase had different functions. The

first meeting of Cycle I began with lead in phase, which was the introduction of the material through some pictures and questions leading to the topic. This phase was quite similar to the meeting in the first cycle. Since the first cycle which employed listening material did not work well with the timing, the researcher used pictures and text as the input material. The next phase was the Jigsaw phase where students worked in the Expert and Jigsaw group. At this time, they would study the content of the text and solve the problems given. The next phase was to get the students answer the quizzes and the last phase would be learning about the grammar.

The additional efforts were described as follows:

- 1) Maximizing English as classroom language by paraphrasing instead of giving meanings in Bahasa Indonesia

The implementation of classroom English brought positive results in student's opportunities to speak in English. However, the researcher considered that it would be more beneficial to student's vocabulary learning if they could learn it from paraphrasing. The students would memorize and use it better when they know the meaning from paraphrasing than merely knowing the meaning in Indonesian. Besides, it encouraged more communication in English such as turn taking.

- 2) Giving group-based reward by employing Good Team, Great Team and Super Team

The group reward would be implemented in order to make students work cooperatively with their friends in the learning process. This was the solution



to the problems which still appeared in Cycle 1 where there were still two or three students in the group which did not cooperate well. Giving the group predicate would be expected to foster group sense of belonging as the nature of Jigsaw in which the group success depended on each member's participation. The assessment of the group was based on the rubric of group cooperation. With this, the students would be motivated to work together and have the sense of challenge among the groups.

### 3) Giving more feedback on students' pronunciation

Some students still had problems on pronunciation. This became the researcher's consideration to put a little emphasis on the matter. Therefore, in Cycle II the students were given pronunciation task and necessary feedback when they made mistakes on pronunciation.

In summary, the comparison between the actions in Cycle I and Cycle II can be seen in the table below.

**Table 4.3 The comparison of actions between Cycle I and Cycle II**

| Cycle I  | Cycle 2   |
|--|---|
| 1. Implementing Jigsaw technique   | 1. Implementing Jigsaw technique with more diversified activities   |
| 2. Encouraging the students to use English as much as possible both in interaction and teaching learning process | 2. Maximising English as classroom language by paraphrasing instead of giving meaning in Bahasa Indonesia |
|  | 3. Giving group-based reward by employing Good Team, Great Team and Super Team                            |
|  | 4. Giving more feedback on students' pronunciation  |

## **b. Action and Observation**

1) Implementing Jigsaw technique in order to improve the learning process of speaking and the students' speaking skill

The second Cycle was implemented on 23<sup>rd</sup> of April 2012 and 26<sup>th</sup> of April 2012. Jigsaw was still used since it was the main technique used in this research. In the Cycle II, the text used was narrative and the topic was about Friendship and Love. These topics were chosen because they were relevant to students' life as teenagers. In the first meeting of Cycle II, the researcher opened the warming up by showing them pictures that were related to the topic. They were asked what could be inferred from the picture. Then the researcher explained that the topic for that day was about true friendship. The next session was to conduct Jigsaw technique. In the Cycle 2 the student's member was changed randomly to refresh the learning atmosphere. At first, the researcher was going to get the students to pick their own group member. However, under consideration that it might take time and could be unfair for several students, the group members were decided randomly.

Similar to Cycle 1, the Jigsaw was conducted in three phases. The first phase was the home grouping where the text piece was handed in. The second phase was the discussion in the expert group and the last phase was the return to the home group for group problem solving and performance. The difference between the Cycle I and II was the appointment of the leader of discussion in expert group and the use of group cooperation reward. This was aimed to make

sure that no student was dominating and no student was passive. The task of the leader was to give turns to every student to share opinion, speak, and get the essence of the piece of text.

After having a discussion in the expert group for about 10 minutes, the students were asked to return to their own group. In this phase, the researcher announced that the assessment was not only individual based assessment but also group work assessment. In addition, in Cycle 1 the students were allowed to hold the piece of text when they return to the home group to share, but in Cycle II the researcher collected their piece of text back so that they could share understanding without reading the text. Each of them should state the summary of the text in just four sentences. This was the solution to the problems which were encountered in Cycle I where, instead of speaking, the students read their text.

In the third phase of returning to home group, the students also had to do the task to arrange the plot of the story in student's worksheet. It required every student's contribution to arrange the story in the right order from beginning till the end. While doing this, the researcher and observer walked around to check and control the process. After every group had arranged the plot task, the researcher asked each group representations to present the story. Since the time was limited, there were only three groups who presented it.

After conducting Jigsaw, the researcher switched to pronunciation task. Here the students were asked to pronounce a list of words. When the students made mistakes the researcher asked the other students the correct the

pronunciation. When there was nobody doing it correctly, the researcher demonstrated the correct one. In addition, the researcher also taught the students the composition of narrative text in which it was in the form of past tense. The researcher handled a short task about past tense and asked them which of the words indicated past tense. Later, the students were asked to make a sentence taken from the story in the form of past tense. This was done to make them understand the use of past tense in telling events that happened in the past.

Ten minutes before the class was over, the researcher gave reward for group cooperation by giving them the sticker of Good Team, Great Team or Super Team. After that the researcher guided the students to mention what they have learnt for the day before ending it with prayer.

2) Maximizing English as classroom language by paraphrasing instead of giving meanings in Bahasa Indonesia

Using English as the main language in classroom was still implemented in Cycle II due to its contribution to student's activeness in speaking in English. The difference between Cycle I and Cycle II was the researcher paraphrased instead of giving meaning in Indonesian when the students found difficult words. For example a student asked the meaning of the word "flesh", the researcher answered that it was the thick layer that covered bone after skin.

Unlike in Cycle I in which the text was hortatory and there were more difficult vocabularies, in Cycle II, there was only a few difficult vocabularies. It can be said that the students did not find many difficulties in comprehending the text.

### 3) Giving Group-Based Reward By Employing Good Team, Great Team And Super Team

In the fourth and fifth meetings the researcher employed group reward as the solution to a problem found in Cycle I. In Cycle one there were still students in the group who did not perform toward the group's success and only depended on the other student's activeness to solve the problems. The group predicate was categorized into Good Team, Great Team and Super Team which was based on the group's cooperative work and individual performance in speaking. The researcher gave students information before they did the discussion on Jigsaw. It was aimed to make each of them actively involved and also had the sense of belonging to the group. This can be seen from the interview in the following transcript.

*P: gimana tadi, groupnya dapat sticker apa?*

*S1: oh...dapat Great Team Miss..yee*

*P: cool..menurut kamu ngasih predikat Good Team, Great Team saam Super Team itu baik ga? Bedanya apa sama ga ngasih stiker itu?*

*S2: mmm...ya jadi tambah semangat Miss,,termotivasi gitu..supaya groupnya bisa jadi yang terbaik juga.*

*S1: iya miss,,misalnya ada teman yang males malesan gitu kayak kemarin kemarin, jadi ikut diskusi juga miss*

R: What sticker did your group get today?

S1: Oh, we got Great Team Miss

R: Cool., do you think giving predicate of Good Team, Great Team and Super Team was good? What do you think about the difference between giving them and not giving them?

S2: Yes, it encouraged us more, Miss, we became more motivated so that our group could be the best group

S1 : True Miss,, for example the previous meetings some of our friends were reluctant, but today they took part in the discussion. (Appendix G, 26 April 2012)

#### 4) Giving more tasks and feedback on students' pronunciation

Similar to the first cycle, in the second cycle, students' mistakes in pronunciation were corrected. However, the researcher added more task and feedback on this matter than in the first cycles. This could also be seen in the tasks in Cycle II where some students were asked to pronounce certain words, for example when a student mispronounced the word "refuge" as "refuse". The researcher first asked if anybody knew the right pronunciation before telling them how to do it correctly. Correcting students' performance was not only done for pronunciation but also accuracy in general such as grammar and vocabulary. After students' presenting, the researcher would explain a little about the grammar mistakes they made by writing it on whiteboard so that they could understand and remember it. After that the researcher gave verbal rewards such as saying "But, you did good, thanks". This was aimed to give the students image that they were not being criticized but corrected so that they had a better English speaking proficiency.

#### **c. Reflection**

After the actions were implemented, the researcher and English teacher evaluated them.

1) Implementing Jigsaw technique in order to improve the learning process of speaking and the students' speaking skill.

The implementation of Jigsaw shown positive improvement in terms of students' speaking skill. Not only because the texts were relatively easier to

understand, but also the text were shorter than previous ones. This made the Jigsaw technique implementation effective and efficient. In addition, the improvement of the students' speaking skill was shown from the activeness in turn taking, pronunciation and better accuracy for some students. More negotiation of meaning in the discussion also happened both in home and expert groups when the speaker and listener correctly understood each other. This is in line with Nunan's (1989: 32) theory about speaking as a macro skill that can be subdivided into micro skills in terms of conversational listening skill. However, not all students demonstrated the same improvement. External factors such as health problem, too much homework, tiredness and other outside factors caused lack participation. The interview with the English teacher below gives the illustration of the advantages of Jigsaw to the student's English learning process in speaking.

*P : Menurut, ibu, Jigsaw di siklus dua ini gimana bu?*

*GBI : Oh baik sekali, grup nya kan berubah ya, jadi anak anak ga bosan. Bisa tukar pikiran juga dan saling mengajari. Sepertinya kalau teksnya narrative kayak dongeng gitu memang lebih disukai anak anak. Jadi mereka bisa berimajinasi gitu.*

*P : iya bu,,lalu kalau manfaatnya sendiri untuk speaking skill anak anak . menurut ibu gimana?*

*GBI : bagus kok mbak, ini kan bentuknya diskusi begitu ya, jadi kelasnya itu tidak diem gitu, banyak pindah tempat. Terus anak anak jadi aktif kalau speaking dalam Bahasa inggris. Dan ga begitu tergantung sama guru kecuali kalau bertanya yang mereka ga tau jawabnya, misal grammar atau pronunciation yang benar. Guru tinggal ngawasi aja sama bantu bantu. Anak anak juga kelihatannya senang apalagi pas grupnya dikasih sticker sticker itu mbak.*

*P : oh baik bu, terus,,ada kritik dan saran tidak bu untuk Jigsaw for speaking ini?*

*GBI : menurut saya keseluruhan udah bagus sih mbak. Mungkin time managementnya juga lebih diperbaiki, karena Jigsaw ini kan makan waktu juga. Kadang rasanya kurang untuk bahas grammar lebih mendalam begitu.*

R : What do you think about Jigsaw in this second Cycle , Mam

ET : Oh I think it is good, the group members changed, so the children was not bored with the old members. They could also exchange thought and teach each other. It seems like narrative text like fairy tale was more preferred by students, So they could put a little imagination into it.

R : Alright Mam, what about the benefit for the students' speaking skill?

ET : It is good because it is in the form of discussion, so the class was not monotonous and they also had to move. The students became active when speaking in English. Therefore, they did not depend on the teacher all the time except when they did not know the answer, for example about grammar and pronunciation. The teacher would only navigate and help them. I think the students looked happy when given stickers

P : okay Mam, is there any suggestion for Jigsaw to improve speaking Mam?

ET : it was actually good as a whole. Maybe, time management should be more considered because Jigsaw like this takes a lot of time. I think it needs to dig more about grammar. (Appendix G, 26<sup>th</sup> April 2012)

From the above interview it could be inferred that the teacher's statement that Jigsaw enables student to be dependent learner. This is in line with Aronson's (2008) statement saying that teacher is not the main resource of knowledge. In Jigsaw implementation, the teacher act as cognitive guide and facilitator. This enabled students to keep speaking in English in discussion, asking questions and answer as well as giving oral feedback to their friends. The students showed better response when the feedback came from their peers compared to feedback coming from teachers in traditional teaching session.

2) Maximizing English as classroom language by paraphrasing instead of giving meaning in Bahasa Indonesia

At first, paraphrasing might be time consuming rather than telling the students who found difficult vocabulary the meaning directly. But paraphrasing to explain the meaning of the word brought positive response to the students'



awareness to keep speaking in English. In order to catch the meaning of the word paraphrased by researcher, the students must listen carefully and think about the best answer. When they finally understood the meaning, they became encouraged to carry on the task because of the sense of small success. Paraphrasing was possible to be done in second Cycle because the text comprised of easier vocabulary, thus less amount of difficult words. As for Cycle one, the researcher did not take this action because it would take much time and students might become overwhelmed of the many words meaning to remember.

### 3) Giving Reward based on group predicate by employing Good Team, Great Team and Super Team

The action to give group predicate was successful to address the problem of students which didn't perform for the sake of group achievement. The Slavin's suggestion to use these three recognition award made students become more challenged to perform better. The point system to decide which team got what reward was based on their activeness, solidity and speaking performance. Thus, each individual in the group should contribute to the team achievement.

### 4) Giving more task and feedback on students' pronunciation

In the last two meetings, the researcher gave more tasks on pronunciation and the students enjoyed it very well. It showed that giving task on pronunciation accompanied with feedback made students become more proficient in their speaking skill. The researcher asked the other peer students whether or not they knew better way to pronounce a certain word if their friend pronounce it

incorrectly. This way, students should negotiate with other students before the researcher show the right one. Not only when they need to do pronunciation was task, the feedback on pronunciation given after the student did monologue. The students were also excited in practicing their pronunciation because it gave them sense of achievement in English proficiency when they pronounce words correctly.

#### **d. Conclusion of Cycle II**

Based on the reflection above, the English teacher, the researcher and the observer agreed that Jigsaw and its additional action in Cycle II successfully improved the students speaking and learning process. In terms of speaking skill, during the process some students improved in their accuracy such as vocabulary, pronunciation and grammar.. The complete summary of all the actions were as follows.

1) The implementation of Jigsaw met students need and interest of a more fun and dynamic learning process. In traditional class before Jigsaw, students work individually or in a pair. While in Jigsaw, they worked in a small group, solving problems together while practicing their speaking skill. Working with their peer encouraged them to be more active in doing the task in a less anxious environment. As a result, more students worked together to complete the task compared to the first Cycle.

2) The obligation of more English in classroom made them familiar with speaking in English. They also paid more attention to the instructor when the

instruction was in English rather than in Bahasa. With this, the students could practise the micro skill of speaking in negotiation meaning. Thus, this gave more opportunities for students to speak in English despite of the task. Paraphrasing gave better chance for them to guess what the meaning of difficult word. As they were guessing, they kept speaking in English and negotiate with the instructor.

3) Giving group-based reward by employing Good Team, Great Team and Super Team. This was the solution for the students who did not take active participation in their group. By giving group award, more students become active because they feel challenged and each individual has a responsibility to make their group success. Being active to complete the task means practicing more English speaking.

4) More task and feedback on pronunciation gave them opportunity to learn how to pronounce words correctly. When they thought that the ways they pronounced some words were right, but turned out wrong, the students became more curious about the right pronunciation in English. It motivated them to know more about how to make them more proficient in English speaking.

In summary all the actions in Cycle II were successful to improve English speaking learning process. While for speaking skill, not all the students gained improvement. The summary of differences in speaking teaching and learning process could be seen from the table below:

**Table 4.4 The difference among the condition before the action, After Cycle I and after Cycle II**

| <b>Before the Action</b>  | <b>After Cycle I</b>  | <b>After Cycle II</b>   |
|---|---|---|
| There were many students who were still reluctant to express their ideas in English.            | More students take a part in speaking practice, though not entirely voluntarily. But still there are several students who were passive during discussion  | More students compared to Cycle I who demonstrate active participation in speaking both in discussion or when they are asked voluntarily to express their opinion.                            |
| The students rarely speak in English when interacting with the teacher as well as their friends | Students speak in English more as the instructor always encourage them to speak in English as much as possible. However, there are still students who speak in Bahasa or Javanese when interacting with their friends | Students speak in English most of the time with the instructor, while with the other students they only speak English when discussing the task.   |
| Students were rarely work in group, mostly work individually or in pair                         | Students work in group. However, there were always two or three members in the group which only relied to other students to take action.  | Students work in group with better engagement with the other members. More students who were in the Cycle I reluctant to contribute in group finally contributing to the success of the team. |
| Students have many mistakes in pronunciation words.   | Students still have wrong pronunciation when speaking. But with a few feedbacks from they knew how to pronounce words correctly.  | Students become motivated to learn pronunciation correctly. Thus, they wrong pronunciation less often happen than in Cycle I. However, it doesn't apply to all students.                      |

### **C. Pre-test and Post-test of the Students' Speaking Ability**

As has been stated before, the implementation of Jigsaw and additional actions improved the speaking teaching and learning process. That finding could be inferred from the interview to the students, and English teacher, and the observations of teaching and learning process. The researcher and teacher conducted pre-test on 12<sup>th</sup> March 2012 and post-test on 3<sup>rd</sup> of June 2012. From the score of pre-test and protest it was revealed that, for the speaking skill itself, the improvement does not happen to all of the students. This could be seen from the score of Pre-test and Post-test. The pre-test and post-test required students to work in groups and make a short presentation orally for two minutes. The assessment was based on Goh's speaking assessment which was guided by the English teacher and the researcher. The assessment rubric involved four aspect of speaking such as phonological skill, interaction management skill, social function skill and extended discourse organizational skill. From the result of Pre-test and Post-test below, it can be seen that the students' average speaking score (mean) rose from "fair" to "good". Further information about the result can be seen below:

**Table 4.5 The result of Pre-Test and Post-Test**

| Pre-Test Result        | Post-Test Result       |
|------------------------|------------------------|
| The highest score : 85 | The highest score : 85 |
| The lowest score : 40  | The lowest score : 45  |
| Mean : 58.28           | Mean : 65.62           |

**Table 4.6 Conversion Table**

| Range    | Category  |
|----------|-----------|
| 1 – 20   | Very poor |
| 21 – 40  | Poor      |
| 41 – 60  | Fair      |
| 61 – 80  | Good      |
| 81 – 100 | Very good |

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

The action research in SMA N 2 Yogyakarta employed collaborative work between the researcher and English teacher aiming to improve the English speaking learning process of Class XI Science-1. In carrying out the research, the steps taken were identification and selection of the field of problems, collection of the data related to the teaching and learning process of speaking, planning, action, observation and reflections. Those actions were implemented in two Cycles, each Cycles comprised of three and two meeting.

In the previous observation, there were many problems related to the students' low speaking skill. However, the researcher only focused on five feasible problems to be solved. They were students' low motivation, students' teacher-centered teaching, students' lack vocabulary and low pronunciation skill, student's anxiety to speak in English, and students' more frequent use of Bahasa and Java language than English.

In order to achieve the aim of improving students' English speaking skill through a better teaching technique, the researcher decided to use Jigsaw method. Besides Jigsaw, the actions also implement using more English, classroom management, and giving rewards and credit to encourage students to achieve the better English speaking skill.

The conclusion of the actions is:

1. The result shows that there was an improvement on students' motivation to learn and practice in English. They became more active in participating the teaching and learning process than before. Some students who were previously reluctant and hesitate to speak in English showed more eagerness to practice speaking in English.

2. Jigsaw made students interact more with their friends in English. Not only that, the students' interview showed that they become more confident in speaking in English. It was the cooperative learning implemented in Jigsaw that made them less anxious.

3. Jigsaw gave students more opportunity to practice speaking as well as solve problems. This opportunity was hard to achieve when teachers dominate the teaching and learning process. Students were able to interact more intensely in English with less pressure because they work together with their friends to solve the task.

4. Implementing Jigsaw gave students more time to prepare before practicing their English. Besides, each student had role in helping their mates to speak in English such as presentation. This created more improvement in students' responses.

5. Jigsaw was not recommended to be too often because students could get bored and in turn lower their participation. However, implementing Jigsaw with other skill or technique such as drama or play role before another Jigsaw class is recommended.

6. Not all students gained improvement from their speaking pretest and posttest score. This could be affected by outside factors. However, their participation in the learning of speaking was increased.



## **B. Implication**

The time allowed by the teacher for the researcher to implement the method was limited as she was under pressure to cover the course book. Also time was a limiting factor in this research insofar as it would be better if the method were implemented over a longer period. It is recommended that teachers of English language should use a variety of strategies in cooperative learning such as Jigsaw to encourage students to speak in classroom. Materials from the course book can be adapted to include more speaking activities. The data collected seem to support the assumptions that using Jigsaw technique could give a positive impact on the students' spoken production and increase students' confidence in acquiring the language.

Furthermore, Jigsaw is recommended to be carried out in small group such as 3-6 students so that all of them could participate equally because each of them had different responsibility toward the activities. It implies that the teacher should have a good ability in managing the class. Besides, the teacher should know the students' characteristics so that the actions could accommodate the students' interests.

## **C. Suggestions**

Based on the conclusions and implications mentioned before, there were some suggestions for the English teacher, the students, the headmaster, and the other researchers as follows:

### **1. To the English teacher**

The English teacher needs to improve her teaching quality. It is related to her managerial skills in handling the techniques, materials, and students. She should use some interesting techniques in teaching speaking, because technique is an important thing in teaching and learning process and will eventually affect the students' speaking

skill. She also should be creative in using the materials. In relation to Jigsaw technique, she needs to use various routines and classroom English which were appropriate to her students' level of proficiency, and make sure her students listen, understand and can use them. She also needs to give various interesting activities to increase the students' involvement. As language is a mean of communication, she should pay more attention to the speaking learning process and give the students more opportunities to practice their English orally as it is in Jigsaw technique.

2. To the students

An English teaching and learning process can run effectively if every component work hand in hand for better accomplishment. The students as the subjects of the learning process should actively get involved in the activities during the teaching and learning processes. If they think and feel English as a difficult subject to learn, they should seriously learn it, not choose to ignore or abandon the learning process. They need to pay more attention and want to learn the subject. As the quote says practice makes perfect.

3. To the headmaster

Based on the results, it was important for the head master to encourage the use of Jigsaw technique, media and materials available maximally in the teaching learning process. According to the findings of the research, Jigsaw is very advantageous for the Students in learning English. This technique can also be applied to teach another subject.

4. To the other researcher

It is hope that the researcher who will conduct similiar research improve and also explore other alternative kind of cooperative learning. It is also hope that the results of this research can be used as an input to do another reseach.

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# APPENDIX

Nama Sekolah : SMA 2 Yogyakarta  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : XI/ 2  
 Tahun Ajaran : 2011/2012

Standard of Competence:

10. Expressing meaning in the short functional texts and essay in the form of narrative, spoof and hortatory exposition in daily life context.

Basic competency:

10.2. Expressing meaning in essay using simple spoken language accurately, fluently and acceptable in the form of narrative, spoof and hortatory exposition to interact in the daily life context.

| Indicators  | Text Type           | Learning Activities  | Media   | Learning Materials   | Technique  |
|---|---------------------|--|---|--|--|
| 1. <ul style="list-style-type: none"> <li>• Retelling the text with their own words correctly</li> <li>• Responding the questions from the students or teacher about the material</li> <li>• Using correct grammar about the text</li> <li>• Pronunciating words correctly</li> <li>• Mentioning the</li> </ul> | \<br>Hortatory text | <b>a. Pre-teaching:</b> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Checking students attendance</li> <li>• Outlining and stating the objective of the lesson</li> </ul><br><b>b. Whilst Teaching</b><br><b>Lead in</b> | White Board<br>Board Marker<br>Piece of written text<br>picture | A hortatory text entitled :<br>Why Entrepreneurship Is Good for Young People<br><br>Grammar:<br>Modal auxillaries :<br>should, ought to, had better<br>. | Jigsaw<br>The steps: <ol style="list-style-type: none"> <li>1. Split the group of 32 students into 6 smal group</li> <li>2. Give each student in the group different text and problems to be solved</li> </ol> |

|  |  |   |  |  |   |
|--|--|---|--|--|---|
| <p>meaning of the new vocabulary learnt and use it correctly</p> |  | <ul style="list-style-type: none"> <li>• Showing students a picture of a young businessman</li> <li>• Asking them several questions about the picture</li> </ul> <p><b>Content focus</b></p> <ul style="list-style-type: none"> <li>• Discussing a hortatory text about Entrepreneurship</li> </ul> <p><b>Communication focus</b></p> <ul style="list-style-type: none"> <li>• Retelling the summary of the text</li> <li>• Asking and answering questions about the material</li> </ul> <p><b>Language focus</b></p> <ul style="list-style-type: none"> <li>• Identifying modal auxiliaries: should, ought to, had better</li> <li>• Finding the meaning of words related to the text and use it in a sentence</li> <li>• Imitating teacher's pronouncing some words</li> <li>• Identifying the</li> </ul> |  |  | <ol style="list-style-type: none"> <li>3. Form a new group (experts group) of the students with the same material</li> <li>4. This expert group gathers and discuss the text, study it and solve the problem</li> <li>5. After that, each student return to its initial group and each student have responsibility to teach the other student about the material</li> </ol> |
|--|--|---|--|--|---|



|  |  |  |   |  |   |
|--|--|--|---|--|---|
|  |  | <p>generic structure of hortatory text</p> <p><b>c. post teaching</b></p> <ul style="list-style-type: none"> <li>• Doing reflection toward the material learnt</li> <li>• The teacher asks students' difficulties.</li> <li>• The teacher asks one of the students to lead to say a prayer.</li> <li>• The teacher ends the lesson.</li> </ul> |   |  |   |
| <p>2.</p> <ul style="list-style-type: none"> <li>• Demonstrating monologue in form of hortatory</li> <li>• Responding argument with hortatory pattern</li> </ul> |  | <p><b>a. Pre-teaching:</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Checking students attendance</li> <li>• Outlining and</li> </ul>   | <p>White board<br/>Board marker<br/>Piece of written text<br/>Recording picture</p> | <p>Hortatory text entitled:<br/>Why Organic Farming is better</p> <p>Grammar:<br/>Conjunctive:</p> | <p>Jigsaw<br/>The steps:</p> <ol style="list-style-type: none"> <li>1. Split the group of 32 students into 6 small</li> </ol> |

|  |  |  |  |  |   |
|--|--|--|--|--|---|
| <ul style="list-style-type: none"> <li>• Responding the questions from both the students and teacher about the hortatory text being learnt</li> <li>• Using correct grammar about the text</li> <li>• Speaking in appropriate pronunciation which can be easily understood</li> <li>• Mentioning the meaning of the new vocabulary learnt and use it correctly</li> <li>•</li> </ul> |  | <p>stating the objective of the lesson</p> <p><b>b. Whilst Teaching</b></p> <p><b>Lead in</b></p> <ul style="list-style-type: none"> <li>• Showing students some pictures related to Organic living</li> <li>• Asking the students' to compare the pictures</li> </ul> <p><b>Content focus</b></p> <ul style="list-style-type: none"> <li>• Listening to a recorder about Organic living and filling in the blank</li> <li>• Discussing a hortatory text about Organic living</li> <li>• Retelling the summary of the text</li> </ul> <p><b>Language focus</b></p> <ul style="list-style-type: none"> <li>• Identifying the use conjunctive and use it</li> <li>• Finding the meaning</li> </ul> |  | <p>However, as a result, therefore, furthermore...</p> | <p>groups</p> <ol style="list-style-type: none"> <li>2. Give each student in the group different text and problems to be solved</li> <li>3. Form a new group (experts group) of the students with the same material</li> <li>4. This expert group gathers and discuss the text, study it and solve the problem</li> <li>5. After that, each student return to its initial group and each student have responsibility</li> </ol> |
|--|--|--|--|--|---|

|  |                |  |   |   |   |
|--|----------------|--|---|---|---|
|  |                | <p>of words related to the text and use it in a sentence</p> <ul style="list-style-type: none"> <li>• Pronouncing /θ/ and /ð/</li> <li>• Imitating teacher's pronunciation</li> <li>• Using newly learnt vocabularies</li> </ul> <p><b>post teaching</b></p> <ul style="list-style-type: none"> <li>• Doing reflection toward the material learnt</li> <li>• The teacher asks students difficulties.</li> <li>• The teacher asks one of the students to lead to say a prayer.</li> <li>• The teacher ends the lesson.</li> </ul> |   |   | to teach the other student about the material                         |
| <p>3.</p> <ul style="list-style-type: none"> <li>• Retelling the narrative story correctly with their own words</li> </ul> | Narrative text | <p><b>a. Pre-teaching:</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Checking students attendance</li> </ul>  | <p>White board<br/>Board marker<br/>Picture<br/>Piece of written text</p> | <p>Picture and text entitled Beware of Mean Friends</p> | <p>Jigsaw<br/>The steps:</p> <p>1. Split the group of 32 students</p> |

|   |  |  |  |                            |   |
|---|--|--|--|----------------------------|---|
| <ul style="list-style-type: none"> <li>• Speaking in appropriate intonation and pronunciation which can be easily understood</li> <li>• Using grammar correctly</li> <li>• Answering the questions about narrative text orally</li> <li>• Mentioning the meaning of the new vocabulary learnt and use it correctly</li> </ul> |  | <ul style="list-style-type: none"> <li>• Reviewing the previous lessons</li> <li>• Outlining and stating the objective of the lesson</li> </ul> <p><b>b. Whilst Teaching</b></p> <p><b>Lead in</b></p> <ul style="list-style-type: none"> <li>• Asking the students' opinion about what some picture implies</li> <li>• Answering some questions about friendship</li> </ul> <p><b>Content focus</b></p> <ul style="list-style-type: none"> <li>• Discussing the content of a folklore</li> <li>• Sequencing the story plot in the right sequence</li> <li>• presenting the moral message of the story</li> <li>• Identifying the elements of narrative text</li> </ul> <p><b>Language focus</b></p> <ul style="list-style-type: none"> <li>• Using past tense</li> <li>• Imitating teacher's</li> </ul> |  | Grammar: simple past tense | <p>into 6 small group</p> <p>2. Give each student in the group different text and problems to be solved</p> <p>3. Form a new group (experts group) of the students with the same material</p> <p>4. This expert group gathers and discuss the text, study it and solve the problem</p> <p>5. After that, each student return to its initial group and each student have responsibility to teach the other student about the</p> |
|---|--|--|--|----------------------------|---|

|   |                |  |   |   |  |
|---|----------------|--|---|---|--|
|   |                | <p>pronouncing some words</p> <ul style="list-style-type: none"> <li>Using newly learnt vocabulary in a sentence</li> </ul> <p><b>c. Post teaching</b></p> <ul style="list-style-type: none"> <li>The teacher and the students reflect the topic of the lesson.</li> <li>The teacher asks students difficulties.</li> <li>The teacher asks one of the students to lead to say a prayer.</li> <li>The teacher ends the lesson.</li> </ul> |   |   | material   |
| <p>4.</p> <ul style="list-style-type: none"> <li>Retelling the summary of the narrative story correctly with their own words</li> <li>Giving the moral message of the story</li> <li>Speaking in</li> </ul> | Narrative text | <p><b>a. Pre-teaching:</b></p> <ul style="list-style-type: none"> <li>Greeting</li> <li>Checking students attendance</li> <li>Reviewing the previous lessons</li> <li>Outlining and</li> </ul>   | <p>White board<br/>Board mark<br/>Picture<br/>Piece of written text</p> | <p>Pictures and narrative text entitled:<br/><br/>Let Me Love You</p> | <p>Jigsaw<br/>The steps:<br/><br/>1. Split the group of 32 students into 6 small group</p> |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <p>appropriate pronunciation which can be easily understood</p> <ul style="list-style-type: none"> <li>Identifying the element of the narrative text</li> <li>Mentioning the meaning of the new vocabulary learnt and use it correctly</li> </ul> |  | <p>stating the objective of the lesson</p> <p><b>b. Whilst Teaching</b></p> <p><b>Lead in</b></p> <ul style="list-style-type: none"> <li>Having a mini polling about love</li> </ul> <p><b>Content focus</b></p> <ul style="list-style-type: none"> <li>Discussing a love story</li> <li>Sequencing the story plot in the right sequence</li> <li>presenting the moral message of the story</li> </ul> <p><b>Language focus</b></p> <ul style="list-style-type: none"> <li>Using past tense</li> <li>Imitating teacher's pronouncing some words</li> <li>using newly learnt vocabulary in a sentence</li> </ul> <p><b>c. Post teaching</b></p> |  |  | <p>2. Give each student in the group different text and problems to be solved</p> <p>3. Form a new group (experts group) of the students with the same material</p> <p>4. This expert group gathers and discuss the text, study it and solve the problem</p> <p>5. After that, each student return to its initial group and each student have responsibility to teach the other student about the material</p> |
|---|--|--|--|--|--|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• The teacher and the students reflect the topic of the lesson.</li><li>• The teacher asks students difficulties.</li><li>• The teacher asks one of the students to lead to say a prayer.</li><li>• The teacher ends the lesson.</li></ul> |  |  |  |
|--|--|--|--|--|--|

**B**

**LESSON PLANS**



## **RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )**

Mata Pelajaran : Bahasa Inggris

Satuan Pendidikan : SMA Negeri 2 Yogyakarta

Kelas / Semester/Tahun Ajaran : XI /Genap/2011/2012

Alokasi Waktu : 2 x 45 Menit / ( dua ) jam pelajaran

Skill : Speaking

Jenis Teks : hortatory

### **Standar Kompetensi :**

10. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk :  
*hortatory*

### **Kompetensi Dasar :**

10.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *hortatory exposition*

### **Indikator**

- Menceritakan kembali isi dari teks hortatory dengan baik dan benar
- Merespon dengan baik pertanyaan dari siswa lain atau guru terkait pemahaman terhadap teks hortatory
- Menggunakan grammar dengan baik dan benar terkait dengan teks
- Berbicara dengan *pronunciation* yang tepat dan mudah dimengerti
- Menggunakan kosakata baru yang dipelajari dari teks

### **Tujuan Pembelajaran**

- Siswa dapat menceritakan kembali isi dari teks hortatory dengan baik dan benar
- Siswa dapat merespon dengan baik pertanyaan dari siswa lain atau guru terkait pemahaman terhadap teks hortatory
- Siswa mampu berbicara dalam bahasa inggris *pronunciation* yang benar
- Siswa mampu menggunakan *expression* menyatakan sikap dalam bahasa inggris dengan baik

## I. Materi Pokok

Teks esei berbentuk *hortatory exposition*.

### A. Task 1

1. Take a look at the picture below and tell what the picture is about.



Donny Ouyang, now 16, started making money off website projects when he was 12.

2. Have you thought about being a young entrepreneur? Why?
3. If you want to have a business, what kind of business it will be?

## B. Language Function

### Expressing stance

The following expressions can be used to tell your own point of view about certain issue.

If you are in a formal situation, can use expression such as:

- Personally I believe their opinion
- My view of your opinion is...
- From my point of view, your opinion is.....
- According to the regulation, you.....

If you are in an informal situation can use :

- If you ask me, your opinion is....
- I guess your opinion is.....

You know what I think? I think.....

### **C. Task 2**

**Study the piece of the text below with your friends of the expert group and retell it in your home**

#### **Why Entrepreneurship Is Good for Young People**

How are our nation's youth being prepared to enter the new global economy? How are they being prepared to enter a new corporate world where jobs are no longer a guarantee for high school grads and even college grads? If Indonesia wants to combat poverty and become the leading economy in Asia and world, we as society must promote youth entrepreneurship. Teachers, professors, educational leaders, academia, government officials, and parents should push for entrepreneurship to become core curriculum education. We need a new generation of adults leaving high school and creating small businesses and jobs, versus looking for jobs in companies.

**1.**

- **Solution to decrease crime rate**

The number #1 motivator for youth propensity to commit crime is income or desire for money and/or material things. Entrepreneurship education can become the solution that will teach young people how to earn and save their own money in a positive way, by setting goals, starting their own business and earning money as a socially responsible entrepreneur. The #2 motivator for youth propensity to commit crime is peer pressure and lack of parental supervision after school. Entrepreneurship education system should give kids a positive group activity to engage in with their peers and/or classmates during school and after school. This after school activity will be a positive peer pressure factor amongst kids as they compete to earn money in the marketplace and have fun with their friends while doing it.

2.

- **7 out of 10 high school students want to start their own companies.**

Only 25% of high school graduates know the definition of the word entrepreneur. Most don't have any idea how to start their own business, nor do they know it is even possible. Thus, the school should provide facilities and teaching entrepreneurship in fun and simple way. The goal is to expose our youth to experiencing entrepreneurship. You cannot simply read about entrepreneurship, you must practice it, in stages. Both successes and failures take us to the next level. This learning system works regardless of socioeconomic status, background, parental involvement, and personal challenges that student has faced or is currently facing.

3.

### **Lack Of Entrepreneurship Course By The Time They Graduate High School**

This is pretty scary considering that only 25% of all high school students go on to earn college degrees. Who is preparing the other 75% of high school grads that don't go on to college for the real world? The government youth entrepreneurship system **should** motivates kids to learn, increases parental involvement in learning, and provides positive yet engaging peer activities. Setting the foundation early is good to get them prepared for the real world, as well as for our post recession world where jobs may not be readily available. Our youth **ought to** have confidence to create their own jobs, make their own money and most importantly understand the value of money.

4.

- **Impact on the Economy**

The politicians and media love to talk every night about hot topics such as "unemployment", "recession woes", "lack of jobs and unemployment rates", " But they fail to bring up the obvious solution to these economic issues. We can change the future of our nation by simply educating our youth on how to become effective entrepreneurs. It is small businesses that create 75% of all new jobs. So if it is jobs they are looking for, we **had better** encourage and educate our youth

how to become job creators vs. job seekers.

## 5.

- **Entrepreneurship teaches them life skills**

Young people are taught personal, professional and financial skills they will utilize for the rest of their lives. Goal setting, visualization, financial literacy, brainstorming, problem-solving, project management, teamwork, determination, the feeling of accomplishment that comes from planning a project from an idea to completion, and all the steps in between.

## 6.

### **Community Leadership**

Entrepreneurial thinking helps youth identify community needs and recognize that they have the power to provide solutions of both personal and public benefit. Entrepreneurs should not only think about making profit, but also they need to give contribution to society. This can be in form of employing the local people, contribute to environment, or anything that can make the world a better place. That is why in order to make this nation a better place for the people, young people should consider entrepreneurship as their main alternative. To reach this, the government should open as much as opportunity possible for entrepreneurship to grow in the country.

Adapted from :  
[delvisionaries.com/blog/2011/03/youthstats/](http://delvisionaries.com/blog/2011/03/youthstats/)

### Task 3

Pronounce the word below correctly after your teacher

|  |   |
|--|---|
| a) poverty<br>b) decrease<br>c) propensity<br>d) supervision<br>e) in stages<br>f) failure | g) recession<br>h) unemployment<br>i) financial<br>j) determination<br>k) accomplishment<br>l) community<br>m) profit |
|--|---|

### Task 4

**Discuss the answer of the questions below with your friends in home group**

1. Why do you think entrepreneurship can decrease crime rate?
2. Why do you think only a few high students who know about entrepreneurship? And how to deal with it?
3. Do you think it is important to have entrepreneurship lesson in high school? if yes, why?
4. Do you like to be a job seeker or job creator? Why?

### Hortatory Exposition Text

The elements of hortatory exposition texts are:

1. The general statement of topic discussed.
2. Arguments which are arranged according to the writer's choice. Usually it is based on the criteria of weak and strong arguments.
3. Suggestion which contains what should or should not happen.

The purpose of hortatory exposition texts is to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of the argumentation.

### **Task 6**

How do you respond to these statements? Express your stance to these statements.

1. Students should start having business since high school
2. The government should give capital assistance to start-up company
3. Many people think that starting a business without business knowledge is too risky.
4. The unemployment rate in Indonesia is very high
5. Many people think that being a civil servant is better than an entrepreneur

## **II. Metode Pembelajaran: Pembelajaran Kooperatif**

### **Teknik Pembelajaran: Jigsaw**

Langkah langkah Jigsaw activity:

1. Kelas dibagi menjadi kelompok kecil, satu kelompok 6 orang (home group)
2. Tiap orang akan diberi satu teks yang berbeda sehingga tiap orang dalam kelompok memegang teks yang berbeda beda
3. Membentuk kelompok baru lagi yang terdiri dari siswa dengan teks yang sama (kelompok ahli)
4. Dengan bimbingan dari guru, kelompok ahli ini mendiskusikan teks dengan menggunakan bahasa Inggris, memahami dan berusaha memecahkan persoalan yang ada
5. Setelah berdiskusi menggunakan dan memecahkan soal, tiap orang kembali ke kelompok asal masing masing
6. Tiap orang akan berusaha menyampaikan isi teks dan mengajarkan teman sekelompoknya memahami isi teks dalam .
7. Bersama sama siswa mencari jawaban dari kuis yang telah diberikan.

Guru memberikan kuis individu kepada siswa untuk menilai pemahaman dan kemampuan berbicara dalam Bahasa Inggris

## **III. Langkah-Langkah Pembelajaran**

### **a. Pre- Teaching**

- guru memberikan salam dan menanyakan kondisi siswa
- guru menyiapkan materi dan mengabsen siswa
- guru mereview pelajaran sebelumnya dan memberikan gambaran tentang material yang akan diajarkan
- guru memberikan penjelasan tentang tujuan pembelajaran

### **b. Whilst teaching**

- Lead-in
  - guru menunjukkan gambar tentang seorang pengusaha muda
  - guru mengajukan pertanyaan terkait gambar
- Content focus
  - Berdiskusi tentang hortatory dengan topic *Entrepreneurship*
  - Mengidentifikasi elemen teks hortatory exposition
- Language focus
  - Berdiskusi tentang cara menyatakan sikap (expressing stance)
  - Mencari arti kata dan menggunakannya dengan benar dalam kalimat
  - Mengucapkan kata kata dengan pronunciation yang baik dan benar
  - Meniru guru dalam mengucapkan kata dengan benar
- Communication focus
  - menceritakan kembali inti dari teks
  - mengajukan dan menjawab pertanyaan terkait dengan teks

### **c. Post- Teaching**

- mereview apa yang sudah dipelajari
- menanyakan kesulitan siswa
- menutup pelajaran

## **IV. Sumber Pembelajaran**

1. Priyana, Joko, Riandi, dan Anita Prasetyo Mumpuni. 2008. *Interlanguage:*



*English for Senior High School Students XI*. Jakarta: Pusat Perbukuan  
Departemen Pendidikan Nasional.

2. delvisionaries.com

## VI. Penilaian :

Teknik: *Performance Assesment*

Bentuk: pertanyaan lisan

### Scoring rubric for speaking performance (Christine Goh)

| NO | ASPECT             | INDICATORS   | SCORE  |
|----|--------------------|--|--|
|    |                    |  | 5=very good, 4=good, 3= fair, 2=poor, 1= very poor |
| 1. | Phonological Skill | Students are able to articulate and blend vowels and consonants of the language that they are learning (pronunciation) and use appropriate stress and intonation to represent their message as given and new information clearly to listeners.   |  |
| 2. | Speech Function    | Students are able to use spoken words to perform communicative functions, such as requesting, declining, explaining, complaining, encouraging, directing, warning, agreeing, etc. for achieving specific communicative trends in routine social and transactional exchanges with correct grammatical patterns and a number of intended vocabularies. |  |
| 3. | Interaction        | Students are able to manage face-to-   |  |

|             |                                       |   |              |
|-------------|---------------------------------------|---|--------------|
|             | Management Skill                      | face interaction by initiating, maintaining, closing conversation, regulating turn-taking (offering a taking conversational turns), changing topics (modify or redirect the focus or topic of an interactional) and negotiating meaning to ensure that one understands what our interlocutors mean. |              |
| 4.          | Extended Discourse Organization Skill | Students are able to establish coherence and cohesion in extended discourse by using established conventions to structure different types of spoken text (e.g. narrative, recount, etc.)  |              |
| Total Score |                                       |   | 20 x 5 = 100 |

### Conversion table

| Range    | Category  |
|----------|-----------|
| 1 – 20   | Very poor |
| 21 – 40  | Poor      |
| 41 – 60  | Fair      |
| 61 – 80  | Good      |
| 81 – 100 | Very good |

## **RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )**

Mata Pelajaran : Bahasa Inggris

Satuan Pendidikan : SMA Negeri 2 Yogyakarta

Kelas / Semester/Tahun Ajaran : XI /Genap/2011/2012

Alokasi Waktu : 2 x 45 Menit / ( dua ) jam pelajaran

Skill : Speaking

Jenis Teks : hortatory

### **Standar Kompetensi :**

4. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *hortatory* dalam konteks kehidupan sehari-hari

### **Kompetensi Dasar :**

4.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *hortatory*

### **Indikator**

- Menceritakan kembali isi dari teks hortatory dengan baik dan benar
- Merespon dengan baik pertanyaan dari siswa lain atau guru terkait pemahaman terhadap teks hortatory
- Menggunakan grammar dengan baik dan benar terkait dengan teks
- Berbicara dengan pronunciation yang tepat dan mudah dimengerti
- Menggunakan kosakata baru yang dipelajari dari teks

### **Tujuan Pembelajaran**

- Siswa dapat menceritakan kembali isi dari teks hortatory dengan baik dan benar

- Siswa dapat merespon dengan baik pertanyaan dari siswa lain atau guru terkait pemahaman terhadap teks hortatory
- Siswa mampu menggunakan grammar dengan baik terkait dengan teks
- Siswa mampu berbicara dalam bahasa inggris dengan pronunciation yang baik dan mudah dimengerti
- Siswa dapat menggunakan kosakata baru yang dipelajari dari teks dengan baik dan benar

## I. Materi Pokok

Teks esei berbentuk *hortatory exposition*.

### Task 1

Take a look at the picture below.

1. What do you think is the difference between the two pictures?

Pict. 1



2. What is the picture below telling you about?

Pict 2



3. What do you think of the picture below?

Pict 3



3.

## Task 2.

Listen to the monologue carefully, and choose T if the statement below is true and F if it is fault.

### Organic Farming A Solution for Harmless Food

“Organic farming is a form of agriculture which excludes the use of **synthetic** fertilizers and pesticides; plant growth regulators, and genetically modified organisms. Organic foods and products are the fastest growing items in America's

grocery carts. Thirty million households, comprising 75 million people, are now buying organic foods, clothing, body care, supplements, pet food, and other products on a regular basis. It is believed **that** organic farming should replace conventional one for some reasons. Firstly, as far as possible, organic farmers rely on crop rotation, integrated pest management, crop residue, compost and mechanical cultivation to maintain soil productivity and control pests.”

|  |   |   |
|--|---|---|
| 1. Organic farming is not well responded in America                  | T | F |
| 2. Organic farming use genetically modified organism                 | T | F |
| 3. forty million household are now buying organic foods              | T | F |
| 4. Organic farming should replace conventional farming               | T | F |
| 5. mechanical cultivation is important to maintain soil productivity | T | F |

### Task 3

Study this part of the text with members of your group and present the summary

#### Text 1

Secondly, studies have shown that people who work with pesticides have an increased risk of developing Parkinson’s disease. The pesticides **examined** in **these** two long-term studies, paraquat and dieldrin, are not allowed on organic farms. The herbicide paraquat and fungicide **together**, but not alone, have been shown to cause brain damage in mice.

Summary:

## Text 2

Some organic farming standards do **allow** the use of natural methods of protection from pests such as those derived from plants. Organic activists **state that** natural pesticides are a last alternative, while growing **healthier**, disease resistant plants, using cover crops and crop rotation, and encouraging beneficial insects and birds are the primary **methods** of pest control.

Summary:

## Text 3

Finally, a 2001 study **demonstrated** that children who are fed organic diets experienced significantly lower organ phosphorus pesticide exposure than children fed **conventional** diets. A similar study in 2006 measured the levels of organophosphorus pesticide exposure in 23 preschool children before and after replacing their diet with organic food: levels of organophosphorus pesticide exposure **dropped** dramatically and immediately when the children switched to an organic diet.

Summary:

## Text 4

**Although** the researchers did not collect health outcome data in this study, they concluded “it assumes that children whose diets consist of organic food items would have a lower probability of neurologic health risks.” Therefore, organic farming should replace conventional one to reduce the using of pesticides which usually **remain** in farm production such as fruits and vegetables since here are a lot of research which prove that pesticides may be harmful for the consumers if people use pesticides improperly.

Summary :

#### Text 5

Organic foods are produced **without** the use of Genetically Modified Organisms (GMOs). Consumers worry about untested and unlabeled genetically **modified** food ingredients in common supermarket items. Genetically engineered ingredients are now found in 75% of all non-organic U.S. processed foods, even in many products labeled or advertised as “natural.” In addition the overwhelming majority of non-organic meat, dairy, and eggs are derived from animals reared on a steady diet of GM animal feed.

Summary:

#### Text 6

Organic foods and farming are climate-friendly. Citizens are increasingly **concerned** about climate-destabilizing greenhouse gas pollution (CO<sub>2</sub>, methane, and nitrous oxide), 35-50% of which in North America comes from our energy-intensive, chemical-intensive food and farming system. Organic farms and ranches, on the other hand, emit very low amounts of greenhouse gas pollution; while safely remove large amounts of CO<sub>2</sub> in the soil (up to 7,000 pounds of CO<sub>2</sub> per acre per year, every year.). Based on the above discussion, it is obvious that the government should consider organic farming as the priority of national agriculture.

Summary:

#### Task 4



Work with your group to answer the questions about the text above orally

1. Does farmer who work with pesticides for a long time have risk to their health? Why?
2. Give example encouraging beneficial insect as pest control
3. Do you think organic food will influence children achievement in school?
4. Do you think the fruit and vegetable you eat have pesticide in it?
5. Why conventional /non organic food might be dangerous for long term consumption?
6. What is the benefit of organic farming from environment point of view?

#### Task 4

##### **Pronunciation Practice**

**Pay attention to the /θ/ and /ð/ sounds then try to pronounce the words in red color in the text.**

1. through /θru:/
2. ethnic /'eθnik/
3. something /'sʌmθɪŋ/
4. both /bəʊθ/
5. within /wɪ'dɪn/
6. that /ðæt/
7. though /dəʊ/
8. another /ə'nʌdə/
9. those /ðəz/
10. themselves /ðəm'selvz/

#### Language focus

##### **Grammar**

##### **Conjunctives**

**Study the following sentences.**

1. *However*, not many parents are strict enough in controlling what their children eat at school.
2. *As a result*, many people are easy to get degenerative illness.
3. *Consequently*, children have less probability of neurologic disease.

conjunctives join ideas within the sentences or with ideas in other sentences or paragraphs.

Other adverbs ( conjunctives):

- also
- in addition to
- as well

- nevertheless
- besides
- too
- therefore
- subsequently
- furthermore.

### Task 6

**Match the sentences in the box below with the right connective. More than one connective is possible.**

|   |   |
|---|---|
| 1. Most Indonesian people still rely on conventional farming product  | e. organic food can only be reached by educated and rich people since they are more expensive |
| 2. pesticide use in conventional farming product such as vegetable and fruit can be dangerous                       | f. organic farming is more environmentally friendly and healthy for people                    |
| 3. scientist belief that long term use of chemical substance such as growth hormone and pesticide can cause illness | g. Government should educate more to people about the importance of organic farming.          |
| 4. many people are not aware of the danger or pesticide in food   | h. meat and dairy product in conventional method also use growth hormone.                     |

## II. Metode Pembelajaran: Pembelajaran Kooperatif

### Teknik Pembelajaran: Jigsaw

Langkah langkah Jigsaw activity:

8. Kelas dibagi menjadi kelompok kecil, satu kelompok 6 orang (home group)
9. Tiap orang akan diberi satu teks yang berbeda sehingga tiap orang dalam kelompok memegang teks yang berbeda beda
10. Membentuk kelompok baru lagi yang terdiri dari siswa dengan teks yang sama (kelompok ahli)
11. Dengan bimbingan dari guru, kelompok ahli ini mendiskusikan teks

dengan menggunakan bahasa Inggris, memahami dan berusaha memecahkan persoalan yang ada

12. Setelah berdiskusi menggunakan dan memecahkan soal ,tiap orang kembali ke kelompok asal masing masing
13. Tiap orang akan berusaha menyampaikan isi teks dan mengajarkan teman sekelompoknya memahami isi teks dalam .
14. Guru memberikan quis tentang teks
15. Bersama sama siswa mencari jawaban dari kuis yang telah diberikan.

Guru memberikan quis individu kepada siswa untuk menilai pemahaman dan kemampuan berbicara dalam Bahasa Inggris

### **III.Langkah-Langkah Pembelajaran**

#### **a. Pre- Teaching**

- guru memberikan salam dan menanyakan kondisi siswa
- guru menyiapkan materi dan mengabsen siswa
- guru mereview pelajaran sebelumnya dan memberikan gambaran tentang material yang akan diajarkan
- guru memberikan penjelasan tentang tujuan pembelajaran

#### **b. Whilst teaching**

- Lead-in
  - guru menunjukkan gambar terkait dengan topic Organic farming dan meminta siswa menjelaskan opini mereka tentang gambar tersebut
- Content focus
  - Mendengarkan rekaman monolog tentang Organic Farming, lalu memilih pernyataan benar atau salah tentang teks tersebut
  - Berdiskusi tentang Organic Farming
  - Menjawab pertanyaan tentang Organic Farming
- Language focus
  - Mencari arti kata dan menggunakannya dengan benar dalam kalimat
  - Meniru guru mengucapkan kata dengan pronunciation yang baik dan benar

- Guru menjelaskan tentang penggunaan Connective: As a result, in addition, also, etc
- Menghubungkan dua kalimat dengan kata penghubung (connective) yang tepat

- Communication focus

- menceritakan kembali inti dari teks

### c. Post- Teaching

- mereview apa yang sudah dipelajari
- menanyakan kesulitan siswa
- menutup pelajaran

## IV. Sumber Pembelajaran

1. Priyana, Joko, Riandi, dan Anita Prasetyo Mumpuni. 2008. *Interlanguage: English for Senior High School Students XI*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

## VI. Penilaian :

Teknik: *Performance Assesment*

Bentuk: pertanyaan lisan

**Scoring rubric for speaking performance (Christine Goh)**

| NO | ASPECT                       | INDICATORS   | SCORE  |
|----|------------------------------|--|--|
|    |                              |  | 5=very good, 4=good, 3= fair, 2=poor, 1= very poor |
| 1. | Phonological Skill           | Students are able to articulate and blend vowels and consonants of the language that they are learning (pronunciation) and use appropriate stress and intonation to represent their message as given and new information clearly to listeners.   |  |
| 2. | Speech Function              | Students are able to use spoken words to perform communicative functions, such as requesting, declining, explaining, complaining, encouraging, directing, warning, agreeing, etc. for achieving specific communicative trends in routine social and transactional exchanges with correct grammatical patterns and a number of intended vocabularies. |  |
| 3. | Interaction Management Skill | Students are able to manage face-to-face interaction by initiating, maintaining, closing conversation, regulating turn-taking (offering a taking conversational turns), changing topics (modify or redirect  |  |

|             |                                       |  |              |
|-------------|---------------------------------------|--|--------------|
|             |                                       | the focus or topic of an interactional) and negotiating meaning to ensure that one understands what our interlocutors mean.  |              |
| 4.          | Extended Discourse Organization Skill | Students are able to establish coherence and cohesion in extended discourse by using established conventions to structure different types of spoken text (e.g. narrative, recount, etc.) |              |
| Total Score |                                       |  | 20 x 5 = 100 |

#### Conversion table

| Range    | Category  |
|----------|-----------|
| 1 - 20   | Very poor |
| 21 – 40  | Poor      |
| 41 – 60  | Fair      |
| 61 – 80  | Good      |
| 81 – 100 | Very good |

## **RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )**

Mata Pelajaran : Bahasa Inggris

Satuan Pendidikan : SMA Negeri 2 Yogyakarta

Kelas / Semester/Tahun Ajaran : XI /Genap/2012/2013

Alokasi Waktu : 2 x 45 Menit / ( dua ) jam pelajaran

Skill : Speaking

### **Standar Kompetensi :**

10. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*

### **Kompetensi Dasar :**

10.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*

### **Indikator**

- Menceritakan kembali isi dari teks *narrative* dengan baik dan benar
- Merespon dengan baik pertanyaan dari siswa lain atau guru terkait pemahaman terhadap teks *narrative*
- Menggunakan grammar dengan baik dan benar terkait dengan teks
- Berbicara dengan intonasi, pronunciation yang tepat dan mudah dimengerti
- Menggunakan kosakata baru yang dipelajari dari teks

### **Tujuan Pembelajaran**

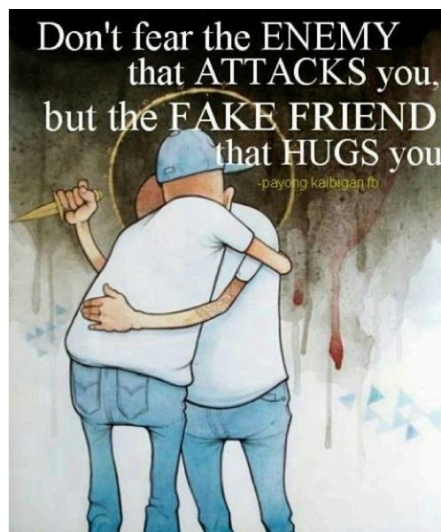
- Siswa dapat menceritakan kembali isi dari teks *narrative* dengan baik dan benar
- Siswa dapat merespon dengan baik pertanyaan dari siswa lain atau guru terkait pemahaman terhadap teks *narrative*
- Siswa mampu menggunakan grammar dengan baik terkait dengan teks
- Siswa mampu berbicara dalam bahasa Inggris dengan intonasi dan pronunciation yang baik dan mudah dimengerti
- Siswa dapat menggunakan kosakata baru yang dipelajari dari teks dengan baik dan benar

## I. Materi Pokok

**Text** : Narrative  
**Topic** : Friendship

### Task 1

1. Take a look at the pictures below. What can you imply from these pictures?



### Task 2

2. Read this piece of text and discuss with friends in your group.

#### Text 1

Once upon a time, there lived a Lion, the king of the jungle, named of Madotkata. Among his followers, a Jackal, a Crow and a Wolf were his closest friends. However, all the three had a selfish motive behind this so-called friendship. They knew that the fierce creature would always help them to meet their selfish need,



they started obeying the Lion. So, they didn't have to make any efforts to search for their food, as the Lion used to give his leftover meals to them. Moreover, they became powerful as they were next to the King of the forest. like this, all the three selfish were happy to be friends of the Lion. One day, a Camel, who came from some distant land, lost his way and entered the forest where they lived. He tried his best to find out the way, but could not make it.

Make a summary in 4 sentences

- 1.
2. So,
3. One day,
- 4.

#### Text 2

In the meantime, these three friends happened to pass the same way where the Camel was wandering. When they saw the Camel, they directly knew that the camel was not from their forest. So, the Jackal said to his friends, "Let's kill and eat him". The Wolf replied, "It is a big animal. We could not kill him like this. I think, first we should inform our King about this Camel". The Crow agreed upon the idea given by the Wolf. After deciding, all of them went to meet the Lion. On reaching the Lion's palace, the Jackal approached the Lion and said, "Your Majesty, I saw an unknown Camel enter your kingdom forest without your consent. His body is full of flesh and he could make a nice meal for us. Let's kill him". The Lion roared loudly on hearing this and said, "What are you saying? The Camel has come for refuge in my kingdom. It is unethical to kill him like this. We should provide him the best shelter. Go and bring him to me". All of them got discouraged to hear such words from the King.

Make a summary in 4 sentences

1. One day,
- 2.
3. After that,
- 4.

#### Text 3

They unwillingly went to the Camel and told him about the desire of the Lion, who wanted to meet him. The Camel was scared to know about the strange offer. He thought that his last moment had come and he would become the meal of the Lion. As he couldn't even escape, so he decided to meet the Lion anyway. The

selfish friends escorted the Camel to the Lion's den. The Lion was happy to see the Camel. He welcomed him warmly and assured him of all the safety in the forest during his stay. The Camel was totally amazed to hear the Lion's words. He got very happy and started living with the Jackal, the Crow and the Wolf. One day, when the Lion was hunting for food, he had a struggle with a mighty Elephant. The Lion got badly injured in the struggle and became incapable of hunting for his food. Stricken by bad luck, the Lion had to sustain without food for days. Due to this, his friends too had to go hungry for days as they totally depended on the Lion's kill for their food.

Make a summary in 4 sentences

- 1.....
- 2.....
3. One day,....
4. Due to this,...

#### Text 4

But the Camel was satisfied grazing around in the forest. All the three friends got worried and discussed the matter among them. On reaching a conclusion, they approached the Lion and said, "Your Majesty, you are getting weak day by day. We can't see you in this wretched condition. Why don't you kill the Camel and eat him?" The Lion roared, "No. How can you think such thing? He is our guest and we should not kill him. Don't give such suggestions to me in future". As the jackal, the crow and the wolf had set their evil eyes on the camel; they met once again and made a plan to kill the Camel. They went to the Camel and said, "Dear Friend, you know our King has not eaten anything from the past many days. He is unable to go for hunting due to his wounds and sickness. Under such circumstances, it becomes our duty to sacrifice ourselves to save the life of our king. Come with us, we will offer our bodies to make his food". The Camel didn't understand their plan, but innocently he nodded in favor of their plan. All of them approached the den of the Lion.

Make a summary in 4 sentences

- 1.
- 2.
- 3.
- 4.

## Text 5

First of all, the Crow came forward and said, “Your Majesty, we didn’t succeed in getting any food for you. I can’t see you like this. Please eat me”. The Lion replied, “Dear, I will prefer to die than to perform such a sinful deed”. Then, the Jackal came forward and said, “Your Majesty, Crow’s body is too small to satisfy your appetite. I offer myself to you, as it is my duty to save your life”. The Lion politely rejected the offer. As per the plan, now it was the turn of the Wolf to offer himself to the King. So, the Wolf came forward and said, “Your Majesty, Jackal is quite small to gratify your hunger.

Make a summary in 4 sentences

- 1.
- 2.
- 3.
- 4.

## Text 6

“I offer myself for this kind job. Please kill me and satisfy your hunger”. After saying this, he lay his body in front of the Lion. But the Lion didn’t kill any of them. The Camel, who was watching the whole scene felt reassured of his safety and also decided to go forward and complete the formality. Then, he marched forward and said, “Your Majesty, why don’t you kill me. You are my friend. A friend in need is a friend indeed. Please allow me to offer you my body”. The Lion found the offer quite appropriate, as the Camel himself had offered his body for food, his ethics were maintained. The Lion attacked the Camel at once, ripped open his body and tore him into pieces. The Lion and his friends ate the delicious flesh to fill their hunger. They feasted on the poor Camel for days together. ☺

Make a summary in 4 sentences

- 1.
2. Then,....
- 3.
4. Finally,...

### Task 3

Now, without the text, take turn to tell your friends what happen in the story. Then with all your friends in group, fill in the blank below. Think about the best title for the story.

### Task 4

Read this word after your teacher.

|                          |                               |
|--------------------------|-------------------------------|
| 1. creature : kri:tʃə(r) | 8. incapable : ɪn'keɪ.pə.bəl  |
| 2. effort : 'ef.ət       | 9. wound : wu:nd              |
| 3. distant : 'dis.tənt   | 10. favor : 'fævər            |
| 5. consent : kən'sent    | 11. prefer : <u>pri'fər</u>   |
| 6. refuge : 'ref.ju:dʒ   | 12. appropriate : ə'prɒprē-it |
| 7. escort : ɪ'skɔ:t      |                               |

### Language Focus-Grammar

#### Simple Past Tense

Pay attention to the sentences.

The underline bold printed verbs below are in the *past forms*. They are used to tell past events. So, the past verb is important when you write a plot of narrative text because the past verb or past tense is one of the grammatical features in writing a narrative text

1. All the three **had** a selfish motive behind this so-called friendship.
2. They **knew** that the fierce creature would always help them to meet their selfish need

### Task 5

**Show which part of the sentence that indicates past tense. Then make sentence on past tense based on the story**

1. they didn't have to make any efforts to search for their food
2. The Lion attacked the Camel at once
- 3.....
- 4.....
- 5.....

## **II. Metode Pembelajaran: Pembelajaran Kooperatif**

### **Teknik Pembelajaran: Jigsaw**

Langkah langkah Jigsaw activity:

16. Kelas dibagi menjadi kelompok kecil, satu kelompok 6 orang (home group)
17. Tiap orang akan diberi satu teks yang berbeda sehingga tiap orang dalam kelompok memegang teks yang berbeda beda
18. Membentuk kelompok baru lagi yang terdiri dari siswa dengan teks yang sama (kelompok ahli)
19. Dengan bimbingan dari guru, kelompok ahli ini mendiskusikan teks dengan menggunakan bahasa Inggris, memahami dan berusaha memecahkan persoalan yang ada
20. Setelah berdiskusi menggunakan dan memecahkan soal ,tiap orang kembali ke kelompok asal masing masing
21. Tiap orang akan berusaha menyampaikan isi teks dan mengajarkan teman sekelompoknya memahami isi teks dalam .
22. Guru memberikan kuis individu kepada siswa untuk menilai pemahaman dan kemampuan berbicara dalam Bahasa Inggris
23. Bersama sama siswa mencari jawaban dari kuis yang telah diberikan.

## **III.Langkah-Langkah Pembelajaran**

### **a. Pre- Teaching**

- guru memberikan salam dan menanyakan kondisi siswa
- guru menyiapkan materi dan mengabsen siswa

- guru mereview pelajaran sebelumnya dan memberikan gambaran tentang material yang akan diajarkan
- guru memberikan penjelasan tentang tujuan pembelajaran

#### **b. Whilst teaching**

- Lead-in
  - guru menunjukkan gambar animasi tentang persahabatan dan bertanya tentang opini mereka terhadap gambar
- Content focus
  - Mendiskusikan cerita rakyat (fabel) tentang persahabatan
  - Mendiskusikan dan mengisi form alur cerita
  - Menentukan judul yang tepat untuk cerita tersebut
  - Membahas tentang elemen teks narrative
- Language focus
  - Menirukan guru mengucapkan kata dengan benar
  - Menggunakan past tense dengan baik dan benar dalam menceritakan kembali isi cerita
- Communication focus
  - menceritakan kembali inti dari teks
  - memaparkan pesan moral dari cerita tersebut

#### **c. Post- Teaching**

- mereview apa yang sudah dipelajari
- menanyakan kesulitan siswa
- menutup pelajaran

#### **IV. Sumber Pembelajaran**

1. Priyana, Joko, Riandi, dan Anita Prasetyo Mumpuni. 2008. *Interlanguage: English for Senior High School Students XI*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

#### **VI. Penilaian :**

Teknik: *Performance Assesment*

Bentuk: pertanyaan lisan

| No | Aspect  | Technique  | Instruments      |
|----|---|--|------------------|
| 1. | Student's performance to retell what is inside the text | Reading the text and answering the questions that follows                                      | Task 2<br>Task 5 |
| 2. | Students' pronunciation and vocabulary correctly        | Imitating teacher's pronunciation correctly  | Task 3<br>Task 4 |
| 3. | Students' performance on using the grammar              | -Choosing which modal auxiliaries appropriately<br><br>-Using newly learnt words in a sentence | Task 6           |

**Scoring rubric for speaking performance (Christine Goh)**

| NO | ASPECT             | INDICATORS   | SCORE  |
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|    |                    |  | 5=very good, 4=good, 3= fair, 2=poor, 1= very poor |
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|             |                                       |   |              |
|-------------|---------------------------------------|---|--------------|
|             |                                       | agreeing, etc. for achieving specific communicative trends in routine social and transactional exchanges with correct grammatical patterns and a number of intended vocabularies.   |              |
| 3.          | Interaction Management Skill          | Students are able to manage face-to-face interaction by initiating, maintaining, closing conversation, regulating turn-taking (offering a taking conversational turns), changing topics (modify or redirect the focus or topic of an interactional) and negotiating meaning to ensure that one understands what our interlocutors mean. |              |
| 4.          | Extended Discourse Organization Skill | Students are able to establish coherence and cohesion in extended discourse by using established conventions to structure different types of spoken text (e.g. narrative, recount, etc.)  |              |
| Total Score |                                       |   | 20 x 5 = 100 |

#### Conversion table

| Range    | Category  |
|----------|-----------|
| 1 - 20   | Very poor |
| 21 – 40  | Poor      |
| 41 – 60  | Fair      |
| 61 – 80  | Good      |
| 81 – 100 | Very good |



## **RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )**

**A. Mata Pelajaran :** Bahasa Inggris

Satuan Pendidikan : SMA Negeri 2 Yogyakarta

Kelas / Semester/Tahun Ajaran : XI /Genap/2011/2012

Alokasi Waktu : 2 x 45 Menit / ( dua ) jam pelajaran

Skill : Speaking

Jenis Teks : narrative

### **B. Standar Kompetensi:**

10. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*

### **C. Kompetensi Dasar :**

10.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*

### **D. Indikator**

- Menceritakan kembali isi dari teks narrative dengan baik dan benar
- Merespon dengan baik pertanyaan dari siswa lain atau guru terkait pemahaman terhadap teks hortatory
- Menggunakan grammar dengan baik dan benar terkait dengan teks
- Berbicara dengan intonasi, pronunciation yang tepat dan mudah dimengerti
- Menggunakan kosakata baru yang dipelajari dari teks

### **E. Tujuan Pembelajaran**

- Siswa dapat menceritakan kembali isi dari teks narrative dengan baik dan benar
- Siswa dapat merespon dengan baik pertanyaan dari siswa lain atau guru terkait pemahaman terhadap teks narrative

- Siswa mampu menggunakan grammar dengan baik terkait dengan teks
- Siswa mampu berbicara dalam bahasa Inggris dengan intonasi dan pronunciation yang baik dan mudah dimengerti
- Siswa dapat menggunakan kosakata baru yang dipelajari dari teks dengan baik dan benar

## E. MATERI

Text type : Narrative  
Topic : True Love

### Task 1

#### Love polling.

For boys : Arrange the number from the most important thing to the least important thing that makes you fall in love with a girl ? if there is other reason, what will it be?

1. She is fun
2. She is beautiful
3. She is smart
4. She is religious
5. She is rich
6. She is soft



#### Love polling.

For boys : Arrange the number from the most important thing to the least important thing that makes you fall in love with a girl ? if there is other reason, what will it be?

1. She is fun
2. She is beautiful
3. She is smart
4. She is religious
5. She is rich
6. She is soft



### Task2

A.

Once upon a time, there was once a guy who was very much in love with this girl. This romantic guy folded 1,000 pieces of paper cranes as a gift to his girl. Although, at that time he was just a small **executive** in his company, his future doesn't seemed too bright, they were very happy together. Until one day, his girl told him she was going to Paris and will never come back.

B.

She also told him that she cannot **visualize** any future for the both of them, so let's go their own ways there and then... heartbroken, the guy agreed. He was in misery for weeks, but he finally moved on his life. When he regained his confidence, he worked hard day and night, **slogging** his body and mind just to make something out of himself. He was motivated to change himself to be a very successful person.

C.

Finally with all these hard work and with the help of friends, this guy had set up his own company..."You never fail until you stop trying." he always told himself. "I must make it in life!"  
One rainy day, while this guy was driving, he saw an elderly couple sharing an umbrella in the rain walking to some destination. Even with the umbrella, they were still **drenched**. It didn't take him long to realize those were his ex-girlfriend's parents.

D.

With a heart in getting back at them, he drove slowly beside the couple, wanting them to spot him in his luxury sedan. He wanted them to know that he wasn't the same anymore, he had his own company, car, condo, etc. He had made it in life!. However, there was something strange from the two old couple. They didn't talk much, their face was sad while walking. Before the guy can realize, the couple was walking towards a cemetery, and he got out of his car and followed them...and he saw his ex-girlfriend, a photograph of her smiling sweetly as ever at him from her **tombstone**.

E.

And he saw his **precious** paper cranes in a bottle placed beside her tomb. Her parents saw him. He walked over and asked them why this had happened. They explained, she did not leave for France at all. She was stricken ill with cancer. In her heart, she had believed that he will make it someday, but she did not want her illness to be his **obstacle** ... therefore she had chosen to leave him.

F.

She had wanted her parents to put his paper cranes beside her, because, if the day comes when **fate** brings him to her again he can take some of those back with him. The guy just **wept** ...the worst way to miss someone is to be sitting right beside them but knowing you can't have them and will never see them again.  
The End."

### Task 3

1. Although : ɔ:l'ðəʊ
2. executive : ɪg'zɛkjʊtɪv
3. visualize : vɪʒʊə'laɪz
4. destination : dɛstrɪ'neɪʃən
5. luxury : 'lʌkʃəri
6. photograph : 'fəʊtə'grɑ:f
7. obstacle : 'ɒbstəkl
8. therefore : 'ðɛə'fɔ:
9. fate : feɪt
10. tomb : tu:m

### Task 4

Guess the meaning of the words in printed in red and use it in a sentence.

#### Task 5

#### Quiz

1. What moral message can you make from the story?
2. Do you agree that money can buy love? Give reason and example.
3. If you can twist the ending, What will the story end will be? Use your imagination.
4. Which one would you choose, a rich woman/man that you don't love or a poor woman/man that you love? Why?
5. Have you ever hurt by love? Why?

## **II. Metode Pembelajaran: Pembelajaran Kooperatif**

### **Teknik Pembelajaran: Jigsaw**

Langkah langkah Jigsaw activity:

24. Kelas dibagi menjadi kelompok kecil, satu kelompok 6 orang (home group)
25. Tiap orang akan diberi satu teks yang berbeda sehingga tiap orang dalam kelompok memegang teks yang berbeda beda
26. Membentuk kelompok baru lagi yang terdiri dari siswa dengan teks yang sama (kelompok ahli)
27. Dengan bimbingan dari guru, kelompok ahli ini mendiskusikan teks dengan menggunakan bahasa Inggris, memahami dan berusaha memecahkan persoalan yang ada
28. Setelah berdiskusi menggunakan dan memecahkan soal ,tiap orang kembali ke kelompok asal masing masing
29. Tiap orang akan berusaha menyampaikan isi teks dan mengajarkan teman sekelompoknya memahami isi teks dalam .
30. Guru memberikan quis individu kepada siswa untuk menilai pemahaman dan kemampuan berbicara dalam Bahasa Inggris
31. Bersama sama siswa mencari jawaban dari kuis yang telah diberikan.

## **III.Langkah-Langkah Pembelajaran**

### **a. Pre- Teaching**

- guru memberikan salam dan menanyakan kondisi siswa
- guru menyiapkan materi dan mengabsen siswa
- guru mereview pelajaran sebelumnya dan memberikan gambaran tentang material yang akan diajarkan
- guru memberikan penjelasan tentang tujuan pembelajaran

### **b. Whilst teaching**

- Lead-in
  - guru mengadakan polling tentang dengan topik *Love*
  - siswa mewawancarai teman sebangku tentang apa yang membuat mereka suka pada seseorang
- Content focus
  - Mendiskusikan isi teks narrative tentang percintaan
  - Menentukan judul yang tepat untuk cerita tersebut
- Language focus
  - Menirukan guru mengucapkan kata dengan benar (pronunciation practise)
  - Menggunakan past tense dengan baik dan benar dalam menceritakan kembali isi cerita (vocabulary practise)
  - Menebak arti kata dan menggunakannya dalam kalimat (grammar practise)
- Communication focus
  - menceritakan kembali inti dari teks
  - menjawab pertanyaan tentang teks
  - memaparkan pesan moral dari cerita tersebut

### **c. Post- Teaching**

- mereview apa yang sudah dipelajari

-menanyakan kesulitan siswa

-menutup pelajaran

#### IV. Sumber Pembelajaran

a. Alat / Bahan ajar : whiteboard, laptop, worksheets,

b. Sumber Belajar :

Indaryati, Tri. 2010. *English Alive for Senior High School XI*. Yudhistira: Jakarta

- Priyana, Jaka. 2008. *Interlanguage: English for Senior High School Students XI*. Departemen Pendidikan Nasional: Jakarta

#### VI. Penilaian :

Teknik: *Performance Assesment*

Bentuk: pertanyaan lisan

| No | Aspect  | Technique  | Instruments      |
|----|---|--|------------------|
| 1. | Student's performance to retell what is inside the text | Reading the text and answering the questions that follows                                      | Task 2<br>Task 5 |
| 2. | Students' pronunciation and vocabulary correctly        | Imitating teacher's pronunciation correctly  | Task 3<br>Task 4 |
| 3. | Students' performance on using the grammar              | -Choosing which modal auxiliaries appropriately<br><br>-Using newly learnt words in a sentence | Task 6           |

|    |                              |  |  |
|----|------------------------------|--|--|
| 1. | Phonological Skill           | Students are able to articulate and blend vowels and consonants of the language that they are learning (pronunciation) and use appropriate stress and intonation to represent their message as given and new information clearly to listeners.   |  |
| 2. | Speech Function              | Students are able to use spoken words to perform communicative functions, such as requesting, declining, explaining, complaining, encouraging, directing, warning, agreeing, etc. for achieving specific communicative trends in routine social and transactional exchanges with correct grammatical patterns and a number of intended vocabularies. |  |
| 3. | Interaction Management Skill | Students are able to manage face-to-face interaction by initiating, maintaining, closing   |  |



|    |                    |  |                          |
|----|--------------------|--|--------------------------|
|    |                    | conversation, regulating turn-taking (offering a taking conversational turns), changing topics (modify or redirect the focus or topic of an interactional) and negotiating meaning to ensure that one understands what our interlocutors mean. |                          |
| 4. | Extended Discourse | Students are able to establish coherence and cohesion in extended discourse by using established conventions to structure different types of spoken text (e.g. narrative, recount, etc.)   |                          |
|    |                    |  | Total Score 20 x 5 = 100 |

#### Conversion table

| Range    | Category  |
|----------|-----------|
| 1 – 20   | Very poor |
| 21 – 40  | Poor      |
| 41 – 60  | Fair      |
| 61 – 80  | Good      |
| 81 – 100 | Very good |

C

# JIGSAW RULES SHEET

### Langkah-Langkah Jigsaw:

1. kelas dibagi menjadi 6 grup kecil untuk membentuk *home group*.
2. tiap anggota dalam *home group* akan diberi potongan teks yang berbeda-beda.
3. setelah itu siswa dengan potongan teks yang sama berkumpul untuk membentuk *expert group*.
4. *expert group* berdiskusi dan mempelajari teks untuk menyelesaikan tugas bersama.
5. Setelah itu, tiap siswa di *expert group* kembali ke *home group*-nya masing masing. Setiap siswa harus menjelaskan hasil dari diskusi kepada semua anggota di *home group*nya.
6. Bersama sama, anggota dalam *home grup* berdiskusi untuk menyelesaikan tugas yang telah diberikan pada *home grup*.

D

INSTRUMENTS

### INTERVIEW GUIDELINE

- **Reconnaissance**

a) The interview guideline for the English teacher

Date :

Place/Time :

Interviewee :

| No. | Question   | Answer |
|-----|--|--------|
| 1.  | What do you think of the students' English speaking skill?               |        |
| 2.  | Which skill is considered to be the most difficult for the students?     |        |
| 3.  | Are the students active in the English speaking class?                   |        |
| 4.  | Are all the students actively involved in the English speaking activity? |        |
| 5.  | Do the students enjoy the speaking learning process?                     |        |

|     |   |  |
|-----|---|--|
| 6.  | What techniques do you usually use in speaking class?           |  |
| 7.  | Do they use English more than Bahasa when in class?             |  |
| 8.  | What problems do you usually face in teaching English speaking? |  |
| 9.  | How do you usually solve the problems?                          |  |
| 10. | How were the students' responses when you use those facilities? |  |

**b) The interview guideline with the students**

Date :

Place/Time :

Interviewee :

| No. | The matters  | The answers |
|-----|--|-------------|
| 1.  | Do you like learning English?  |             |
| 2.  | From the four skills of English, which one is the most difficult?              |             |
| 3.  | Why is it difficult?   |             |
| 4.  | How often the teacher teaches the skill?                                       |             |
| 5.  | What activities do you usually do when on English lesson? Do you like them?    |             |
| 6.  | What media which the teacher used in the teaching and learning process?        |             |
| 7.  | What problems do you encounter during the teaching and learning process?       |             |
| 8.  | How do you feel when you are asked by the teacher to speak or answer the task? |             |
| 10. | How do you expect the teaching and learning process to be done?                |             |

**Reflection untuk Guru**

Hari/ tanggal :

Topik :

Tempat :

| No | Pertanyaan   | Jawaban |
|----|--|---------|
| 1. | Bagaimana menurut pendapat Ibu dengan action tadi?                             |         |
| 2. | Apa saja kekurangan yang ditemukan dalam action tadi?                          |         |
| 3. | Apa saja yang perlu dirubah atau ditambahkan dalam pertemuan selanjutnya?      |         |
| 4. | Apa saja manfaat dari action tadi bagi proses pembelajaran speaking untuk ibu? |         |
| 5. | Apakah action ini dapat membantu siswa dalam belajar speaking?                 |         |



|    |   |  |
|----|---|--|
| 6. | Menurut ibu, peningkatan apa saja yang bisa ibu lihat dengan adanya action ini? |  |
| 7. | Apakah action ini efektif dan mencapai tujuan?                                  |  |

**Reflection untuk siswa**

| No | Pertanyaan  | Jawaban |
|----|---|---------|
| 1. | Bagaimana menurut kalian kegiatan menggunakan metode jigsaw tadi? |         |
| 2. | Apasaja kekurangannya?  |         |
| 3. | Apa ada saran action selanjutnya?                                 |         |
| 4. | Apa manfaat untuk kalian setelah menggunakan metode jigsaw ini?   |         |

|    |  |  |
|----|--|--|
|    |  |  |
| 5. | Apakah metode ini meningkatkan proses pembelajaran speaking kalian?    |  |
| 6. | Apa saja peningkatan yang kalian rasakan menggunakan metode jigaw ini? |  |
| 7. | Apakah action ini efektif menurut kalian?                              |  |

### Observation Guideline

Cycle :

Meeting :

Date :

Topic :

| No. | Aspect   | Description of Classroom Situation |
|-----|--|------------------------------------|
| 1.  | <p>Pre-teaching</p> <ul style="list-style-type: none"> <li>a. Preparing the classroom, teaching materials and media.</li> <li>b. Preparing the students (opening the lesson, greeting, asking the students' condition and checking the students' presence).</li> <li>c. Reviewing the last meeting material and outlining the material that will be taught.</li> <li>d. Stating the learning objectives that will be reached by the students.</li> <li>e. Doing warming-up activities and elicitation activities that leads to the topic and intended competency.</li> </ul> |                                    |
| 2.  | <p>Whilst-teaching</p> <ul style="list-style-type: none"> <li>a. Comprehension Focus (students' comprehension of meanings of expressions used to realize the intended function)</li> <li>b. Language Focus (students' learning of pronunciation, spelling, grammatical structures, of the expressions used in the input text)</li> <li>c. Communication Focus (students practice of using the already learned expressions for communication)</li> </ul>  |                                    |
| 3.  | <p>Post-teaching</p> <ul style="list-style-type: none"> <li>a. Giving home work (if any).</li> <li>b. Doing a reflection together with the students and guiding them to make a conclusion towards the material they have just learned.</li> <li>c. Making the students aware of the usefulness of the already learned expressions in real life.</li> </ul>   |                                    |

|  |  |  |
|--|--|--|
|  | d. Telling students what they will learn for the next meeting and asking them to prepare it.<br>e. Closing the lesson. |  |
|--|--|--|

**Pre-test instrument**

Type of the text : Speaking Performance

Skill : Speaking

Teks : narrative spoof

Procedure:

1. The researcher divides the students of 32 into group of 5 and 6 using random selection technique.
2. The researcher distributes a piece of narrative text to the 6 groups.
3. The students are given 5 minutes to understand the material.
4. The researcher assisted with the observer will ask questions about the material which they have to answer orally. Then, their performance will be assessed by using provided rubric.

### **Post-test instrument**

Type of the text : Speaking Performance

Skill : Speaking

Teks : narrative text

Procedure:

1. The researcher divides the students of 32 into group of 5 and 6 using random selection technique.
2. The researcher distributes a piece of text containing narrative text respectively to the 6 groups.
3. The students are given 5 minutes to understand the material.
4. The researcher assisted with the observer will ask questions about the material which they have to answer orally. Then, their performance will be assessed by using provided rubric.

**Scoring rubric for speaking performance (Christine Goh)**

| No | ASPECT             | INDICATORS   | SCORE  |
|----|--------------------|--|--|
|    |                    |  | 5=very good, 4=good, 3= fair, 2=poor, 1= very poor |
| 1. | Phonological Skill | Students are able to articulate and blend vowels and consonants of the language that they are learning (pronunciation) and use appropriate stress and intonation to represent their message as given and new information clearly to listeners.   |  |
| 2. | Speech Function    | Students are able to use spoken words to perform communicative functions, such as requesting, declining, explaining, complaining, encouraging, directing, warning, agreeing, etc. for achieving specific communicative trends in routine social and transactional exchanges with correct grammatical patterns and a number of intended vocabularies. |  |
| 3. | Interaction        | Students are able to   |  |

|    |                    |  |                          |
|----|--------------------|--|--------------------------|
|    | Management Skill   | manage face-to-face interaction by initiating, maintaining, closing conversation, regulating turn-taking (offering a taking conversational turns), changing topics (modify or redirect the focus or topic of an interactional) and negotiating meaning to ensure that one understands what our interlocutors mean. |                          |
| 4. | Extended Discourse | Students are able to establish coherence and cohesion in extended discourse by using established conventions to structure different types of spoken text (e.g. narrative, recount, etc.)   |                          |
|    |                    |  | Total Score 20 x 5 = 100 |

**Conversion table**

| Range    | Category  |
|----------|-----------|
| 1 – 20   | Very poor |
| 21 – 40  | Poor      |
| 41 – 60  | Fair      |
| 61 – 80  | Good      |
| 81 – 100 | Very good |

E

FIELD NOTES



- **Fieldnote of Observation**

Date : 5 March 2013

Time : 07.00 – 08.30

Place : XI-1 Science Class

The teacher, the observer and the researcher entered the class of 32 students at 7.00 am. The teacher led the prayer and introduced the researcher and the observer. After that the researcher and the observer sat in the back to observe the teaching and learning process. The teacher checked the attendance list. Teacher opened the lesson by asking the student whether or not they had homework. The students confirmed that there was not any homework. The teacher asked them to open the course book and asked what page the last time they studied. The students were asked to read a hortatory text without being started with elicitation. After given 10 minutes to comprehend the text the teacher asked if there were any difficult vocabulary. Some students began to ask and teacher answered the meaning of difficult vocabulary while the students wrote down the meaning. Then the teacher asked the students to answer voluntarily what was in the passage. There was nobody voluntarily answered until the teacher appointed one person. It went on until the whole text discussed. After that the teacher asked students to work in pair to answer the questions below the text and presented in front. Though there were many students paid attention to the instruction, there were still several students that showed reluctance. Sometimes the class was noisy of the boys chatting with their friends. Mostly the boy students' were hard to manage. The teacher went around checking the condition. Then the teacher asked the pairs one by one to answer the questions in the book using English. Most students would not listen to the other while answering the question because they were busy taking notes and talking to prepare them for the turn. It made the class became noisy when they were supposed to listen to their friends answering the question. In addition, the teacher mostly used Bahasa as the classroom language which made the students also used Bahasa and Javanese language instead of English. Since there was a school meeting, the teacher ended the lesson early at 8. Am and assigned the students to do the next task in the book which would be discussed in the next meeting. The teacher asked two students to be interviewed by the researcher.

- **Fieldnote 3**

**Pre-test**

Date : 12 march 2012

Time : 12.00 – 13.30

Place : Science Class XI-1

The researcher came to school at 11.40 to meet the teacher first before entering the class. They met in library before entering the class at 12.00 after the bell was ringing. The English teacher greeted the students. After that, the English teacher asked the students to have a prayer in She asked the students' condition and checked their attendance. Next the English teacher explained

the activities that would be done that day. She told the students that they would have a pre-test for speaking performance test. The students complained about the test. They said that they had too much test. But finally they agreed to have a test and did not feel too worried because the researcher had already explained before about this research and they agreed to be the participant of the study and have a test before the actions done. The English teacher explained the procedure of the test. First, they would be divided into a group of five or six. They were very noisy in choosing their partner. Then, the researcher explained the rule. Each session would require two groups to enter the classroom, while for the group who were not yet asked, they stayed outside. After the groups entered the room, they started to read a text and discuss it with their member of the group to understand the text and answer the questions. They were given about 10 minutes to do that. They were required to speak in English during their communication with their friends. After that, the English teacher and the researcher started to ask them questions one by one to assess their speaking performance. The researcher ask them to retell the text in monologue or answer a questions related to the text. During the assessment, the English teacher and the researcher used the same rubric and at the end of the test. They would compare the result to see the validity of the assessment. The students had difficulties doing the performance such as in grammar, pronunciation, and too much filler like umm...ehh...etc. Though there were students who performed very well, most students only answered questions in very short answer. After all students' were tested, the researcher closed the lessons. The Teacher and the researcher then compared the result. There was a slight difference, but that was not a problem because the scores were mostly were similar.

- **Field note**

- First Meeting (Cycle 1)**

- Date : 9 April 2012

- Time : 07.00 – 08.20 (1st and 2nd period)

- Place : Science Class XI-1

The English teacher, the observer and the researcher came to the class. They sat in the back of the class. The English teacher started the lesson by greeting and praying in English. The students responded her greeting and they started to pray for a while. After that, the English teacher asked the students' condition and checked their attendances. The English teacher then explained that the researcher would be in charge of the lesson for that day. The researcher opened the class by asking how the students were doing. The students said "fine, Miss". There was one student who was absent that day because of sick. The researcher continued the lesson by stating that they were going to learn hortatory text with the topic of Entrepreneurship. Before starting the material discussion, the researcher gave some elicitation in the form of questions to the students "Do you know what an entrepreneur is?" Some students replied "*pengusaha* Miss, some said "People who business..." other students also replied "People who sell something, businessman..." Then researcher said" good, so do you think the canteen lady is also an entrepreneur?" Most students replied "No". Tough there was one student who said "Yes". Then a student added "Entrepreneur is a businessman who has many workers Miss". R replied "Good Halim, anybody wants to add something?" A student replied "People who are rich from selling Miss". After that, the researcher showed them a picture of a young entrepreneur, and asked them questions."So if you can be a young entrepreneur, what will you be? At some moment the students said "*pengusaha*

*restoran*". The researcher encouraged them to speak in English by saying "what's that in English? The students replied "umm...estaurant businessman". The others replied that they wanted to be a video game programmer, food and beverage entrepreneur and beauty entrepreneur. To save time, the researcher went straight to the main lesson. I first explained the students that we were going to do jigsaw. I gave brief explanations. The students listened carefully. "Is that understood?" the students seem to still confused and some said "*gimana miss? Belum mudeng maksudnya.*" So I drew an illustration how the jigsaw would run. After confirming that they understood the researcher started to divide them into group of six by having them count from one to six. When they got their numbers the researcher asked them to gather with the same numbers. The condition became noisy as they searched the member of the group they belonged to. In deciding which group every student belong to, the researcher asked them to count from 1 to 6. After that every student with the same number gathered and given text from the researcher. They were given 5 minutes to read before instructing them to make an expert group based on the same number of text they are holding. At this time, the students became very noisy both because they were calling their friends of the same text number and deciding where to sit. To make the process quicker, the researcher helped them deciding the spot for each expert group. After everybody settled, the researcher instructed them to discuss the text in 10 minutes. In this home group, the researcher distributed texts with different numbers for each person in the group. They read it in a glance. After that the researcher explained that they would have to study their piece of text in their expert group and come back to the home group to share with their friends and answer question. They were given 5 minutes to read before instructing them to make an expert group based on the same number of text they were holding. After five minutes, the researcher instructed that they should gather in the expert group. At this time, the students became very noisy both because they were calling their friends of the same text number and deciding where to sit. To make the process quicker, the researcher helped them deciding the spot for each expert group. After everybody settled, the researcher instructed them to discuss the text in 10 minutes. Here they started to first study their text quietly. Then it became noisier because the students were discussing the text. The researcher circled around to the groups to check how they were doing and also to activate the silent groups. One student asked her friends in the group :"*eh ini maksudnya apa sih? Aq ga mudeng.. menolong komunitas gimana sih? Then the other member of the group said "itu tu maksudnya entrepreneurship kayak ngebantu masyarakat gitu loh? Help the people, so not only looking for money...profit , gitu lho Di, bener ga miss?*". The researcher also asked if they found any difficult words. Then a student named Odelia asked the the researcher "Mam, what does propensity mean?" the researcher asked her to show the text "have you checked the dictionary?" In the group, there were no student brought a dictionary, thus the student asked her to guess it by understanding the sentence. "Can you translate the sentence and guess the meaning?" The student read the sentence "The number #1 motivator for youth propensity to commit crime is income or desire for money and/or material things" the student tried to translate it in Bahasa and said "*oh..maksudnya "reason" gitu Mam?*". R said "umm close enough, but not yet correct" .then the other student in the group try to guess "oh.. it mean problem, Miss? The number one problem of the youth..." R replied "no propensity is tendency". Researcher stepped forward and wrote the difficult word. Then the researcher asked the students to discuss the meaning of difficult word with the other students in the group before helping them to find the right meaning. After 10 minutes the researcher asked students to go back to their home group. In here, she asked them to have another 10 minutes of sharing of what they have learnt. Some students were only silent and waited for other students to start. So I

approached them and appoint one person to start. Some groups did it very well and managed to do the real discussion. Most students still used Bahasa when interacting with their friends. After that the researcher distributed a piece of text which had questions that the group should solve. At this time, they would discuss. The situation got noisy again because students discussed their work and explained their part. There were some groups who were chatting with their friends or texting instead of discussing in English. The researcher circled around and approached groups which were passive. After several minutes, she gave the students a quiz about the text and asked “alright, from group 3, would you explain how Entrepreneurship can be a solution to our economy? The students from group 3 were silent; they didn’t know who should answer. “Alright, who could answer that? Okay Monika, could you answer that? Then Monika answered “umm...Entrepreneurship can teach young people to search money Miss. So, crime will...*apa sih ya,,menurun itu apa miss?*” the researcher replied “decrease?” Monika said “Yes the crime will decrease”. “Alright good Monika. Can you friends add something?” Then some student said “we can be independent Miss..Search money” then he read the text “positive group activity to engage in with their peers during school and after school...” In order to save the time, only two people in the group who were presenting. Since the time was limited, the researcher ended the lesson. Before closing the researcher asked them “was the text difficult guy?” they answered “Yes Miss, a little. *itu miss...banyak kata kata yang ga ngerti*”. After that she guided them to sum up what they have learnt the day. The researcher also informed them that they would continue the lesson next meeting as there was some part of the lesson that had not been taught. The researcher closed the lesson by leading a prayer and then asked two students to be interviewed.

- **Field note**

- **Second Meeting (Cycle 1)**

Date : 10 April 2012

Time : 8.30-9.15

Place : Science Class XI-1

The researcher entered the classroom without the English teacher because the English teacher had not come yet. At this time, I was going to continue the lesson from the previous meeting. I greeted students and ask about their condition. The students seemed reluctant ,that was why the researcher asked “ wow,,why so silent, *ada apa?* There was some student who said “ *capek miss..panass*” . Considering that they might need time to prepare themselves, the researchcer said” okay I give you about five minutes *untuk mempersiapkan diri, tapi nanti ga boleh malas malasan ya?*. Then the researcher gave them five minutes to put themselves together while the researcher preparing for material. After that, the English teacher came in and went to the back of the class to observe. The researcher took the presence list. All students were present. The researcher opened by the lesson by asking “Do you still remember what we learnt before? They replied “yes Miss,,umm..About entrepreneurship...” “Okay great, do you still remember the words we have learnt?” there was a moment of silent. They were thinking for seconds and one by one said “business....propensity, failure...” Then the researcher guides them to learn about the element of hortatory text. She distributed the whole text to the students and asks them to identify the elements. After that, the researcher gave them the example of the elements and asks students to make the arguments based on the text. After studying about hortatory, the researcher guided them to learn about grammar”alright..Now we are going to learn about the grammar. “ Then the researcher asked how to say harus in English . The students said “should Miss. Okay anything

else? The students said “must, have to”. The researcher said “good”. You can also use ought to, and had better.” the researcher continued by giving them a hand out about the modal auxiliaries; should, ought to, had better. The researcher also gave example based on the text discussed in previous meeting. After discussing with them its use, she handed them a worksheet to check their understanding. The task was to give the right oral respond about the sentence using the right modal auxiliaries. The researcher started by asking voluntarily who wanted to try first. There was a moment of silent until one student volunteered. The student read the task “Jerry is almost 30 but he keeps asking money from his parent”. Then he answered “umm...he should work to get money”. The researcher replied “good”. After all the numbers had been done, the researcher asked whether or not they could differentiate the use among the three auxiliaries. They did not have question about that. The researcher proceeds to pronunciation practice. At first the researcher asked students to try pronouncing the words in the task by themselves. When they did not pronounce it correctly, she showed them the correct one. Mostly they mispronounced “failure” into failure instead of *felyur*. They also were wrong in pronouncing “financial”; they pronounced it *finansial* such as in Indonesian instead of *fainensiel*. The duration was only 45 minutes, that was why it felt so fast. The researcher ended the lesson by reviewing the material and informed them that for the next meeting they had to study about organic farming first before the class. The researcher ended the lesson by guiding them to pray.

- **Field note**

- Third Meeting (Cycle 1)**

- Date : 12 April 2012

- Time : 12.00-13.30

- Place : XI IPA1 Classroom

The researcher, the observer and the English teacher entered the class and greeted them. After praying and taking the attendance list the researcher showed a big picture of two eggs in bright color. The researcher first asked “so, have you read the anything about Organic Farming?”. Some students just smiled which meant no, some students said yes. The researcher returned to the picture and asked the students to compare the picture of two eggs. The students excitedly said “*oh yang satu organic yang satu bukan miss..*” “Okay how to say that in English?” The other students said “the egg in left in the right is organic miss, the other egg is *biasa* miss..not organic” Good..how do you know? Some students said “*kalau ayam kampung itu dalemnya kuning banget, hampir orange Miss, kalau terus biasa kuning biasa aja.....umm eh ayam kampung itu apa sih, masak village chicken?*” the class laughed the researcher replied “it’s organic chicken”. Then the researcher showed another pictures, the students eagerly explained what they thought about them. After that the researcher moved to listening practice. The students had to listen to a monologue text about the material. The researcher played it three times after that they had to choose whether the statement was true or false based on what they heard. Then the researcher asked students voluntarily who wanted to answer the task. Some students were eager to do that. After that, the researcher started to outline the objective of the lesson and its importance to their speaking skill, which was still about hortatory. The researcher informed them that they were still going to work in jigsaw technique. The researcher asked the students to gather with the same home group as the previous jigsaw meeting. At this time some students felt reluctant because it was the last hour of school. The weather in the room was hot. After the students had seated, the researcher distributed the piece of text with different number. It went just like the first meeting of

jigsaw. The students were given about 5 minutes to have a fast glance. After that they gather in the expert group based on number of the text piece they had. It got noisy again; some students were excited that they were with their close friends. After everybody was settled in the expert group, the researcher asked them to discuss so that they could present the summary orally. The students were busy studying their piece of text. They also found difficult words, and they asked the researcher the definition. “*Miss resistant itu apa?* “ “*, resistant itu tahan,,,misalnya disease resistant , itu artinya apa dong?* “. The student replied” *tahan penyakit Miss?*”. There were many students who found difficult words, and the researcher asked them to write them on the white board. There were some students in the groups who were still reluctant to join the discussing. In order to deal with this, the researcher approached and asks him or her condition and asks simple questions about the material she or he was holding. After ten minutes the researcher asked the students to go back to their home group. Here, the researcher asked each of the group to take turn presenting their summary to their friends. After that the researcher asked each of the group to present their summary in front of the class. While the students were presenting, the researcher took their performance score. This was done also to encourage them to seriously perform well in their presentation. There were only two students who presented for each group. The researcher also corrected their grammar and pronunciation. Researcher asked a student to give a summary of the task puzzle he was studying “Alright Willy, could you explain the summary of your part?” The student replied “Yes Maam...so ..Organic food is good and healthy. Organic food prohibit danger chemical. So, organic food is important for us”. R then gave a feedback, “good Willy..it should be “dangerous chemical substance, *kandungan kimia berbahaya*. “danger” only is a noun which means berbahaya. While “dangerous” is an adjective ”. After the presentation, the researcher gave the students pronunciation task worksheet and ask the student to pronounce them. Some of them still mispronounced the word “although with *altokh*”. Then, the researcher switched to grammar focus and explained about conjunctive in a brief explanation after handing the students the grammar sheet. However, since the time was limited the grammar part could not be entirely taught. The researcher asked the students difficulties and review the lesson of the day and close it by saying a prayer. Then the researcher asked two students to be interviewed.

- **Field note**

- First Meeting (Cycle 2)**

- Date : 23 April 2012

- Time :7.00-8.30

- Place : Science Class XI-1

The researcher, the observer and the researcher entered the class while the students were still busy preparing their books. After having a prayer the researcher asked the students’ condition. Then the researcher started the lesson by asking them if they have best friends. They responded

quickly. The researcher asked if they had ever been betrayed by their friends “*betrayed tu apa Miss?*”. the researcher answered “*betrayed is dikhianati*”. Some said “yes” some said “no”. They responded very well. Then the researcher showed them three pictures one by one and ask their students what the picture implied “*oh itu maksudnya hati hati Miss, friend as enemy*”. The researcher responded “Great, Gita” anyone else, please use English. A student said “a friend who was actually a bad person Miss. But...but he act as a good friend.” Then the researcher showed another picture of a quote and asked students what they think about them. The students responded in a very excited way. Then the researcher informed the students that they were going to learn about telling stories, in a narrative text. The researcher asked whether or not students knew the element of narrative text. Most students said “in past tense Miss”. “Good”. After that the researcher asked the students to count from one to six from the back so that the group members would be renewed. The students gathered in their group with the same number to form the home group. Then the researcher distributed piece of text to each students. The students read it and move to the expert group. In the group they first read it and discuss with their friends. The researcher floated around to check their situation and asked the students if they found any difficulties. Since the text was easy to understand, not many students found any difficulties. The students were ought to explain the summary of their material in only four sentences. The students did it better than previous meeting because the material was easier and more fun. After ten minutes they returned to the home group and share with their friends. They took turns in explaining and arranging the plot. In the middle of the discussion, the researcher gave each group a form to fill about the arrangement of the story plot. They were excitedly discussing it. The students had fun, the classroom filled of laughter. Sometimes they chatted about something not related with the material. The researcher kept reminding them to always speak in English with their friends. Before asking them to return to the home group, the researcher informed them their score would also be based on group achievement by introducing the stickers of Super Team, Great Team and Great team. The students got motivated and worked harder especially for those who did not work cooperatively before. The researcher gave a sign that they should stop the discussion and it was the time for them to present to the class. The first group presented “there is...eh...were four animals. The king is named Madotkata. He has followers, Jackal...a crow and a wolf. They always obey the lion. One day a camel came in the forest.” The researcher replied “great, anyone wants to add something?” A student in the group said “ yes Mam. The jackal, the wolf and the crow always eat from the lion leftover”. Two students from each group continued the story from the previous group until the story finished. After presenting, the researcher guided the students to learn about their mistakes in past tense. Most of them still had mistakes in telling stories in past tense because many of them still used present tense. The researcher then gave the students pronunciation practice. The researcher first asked the students to pronounce it one by one. When they pronounced it incorrectly, the researcher fixed them. For example when they mispronounced the word “refuge” as “refuse”. When a student asked what it meant, the researcher said that it was similar with asking for protection. Since the time was limited, the researcher directly guided them to do the grammar task. The students did not have any difficulties and could answer most of the task correctly. Then the entire task had been done, the researcher gave the result of the team achievement by giving each the group a sticker secretly. The students got excited when they got Super team. They asked the other team what they got. This way the students became more motivated. Finally, the researcher reviewed the lesson of the day and closes it by saying a prayer.

- **Field note**

- **Second Meeting (Cycle 2)**

- Date : 26 April 2012

- Time : 12.00.13.30

- Place : Science Class XI-1

The researcher and English teacher entered the room and greeted the student. Without being asked by the English teacher, a student led the class to say a prayer in English. The English teacher praised his effort. The researcher checked the students' attendance and started to discuss the previous material. She reviewed the material on the previous meeting. The students could answer it in English. The researcher then asked them a question related to the topic they were going to learn. It was about love. The researcher asked what something from the girl or boy that could make them fall in love. The students replied "beautiful,,,handsome,,,smart,,,Miss,,,funny etc." The researcher then handled one piece of paper with some polling questions to each pair of students. She asked the students to interview their friends in pair to arrange the item in the sheet about something that could make them like a boy or a girl. Everybody at first was silent because they read what was in the text. Not long after the class became noisy as they started to interview their friends. The researcher always encouraged them to speak in English. The researcher then guided students by doing the polling and wrote the tally on the white board. The students were active to join the activity. After the warming the researcher then asked them to form the jigsaw group. They were complaining " *Miss...males..harus bergerak Bergerac...Capek*" mostly they responded in reluctant way because it was the last hour of school and they were tired. But the researcher encouraged them that the material was easy and also their score would be taken from their performance both in group and individual. The researcher distributed a piece of text of a love story. The students read it and were asked to form the expert group based on the same piece of text. In the expert group they would discuss the summary of the piece of text that they had to present. In the discussion, they were encouraged to interact using in English so that they could be used to English. They had to master their piece of material because they had to share it with the other students in the group without looking at the piece of text. Once they returned to the home group the researcher asked them to hand their piece of text so that they could share it with friends without reading the material. The researcher also told them that she would still use the team achievement award to take their score. While they were taking turns speaking in the group, the researcher walked around and distributed a sheet of questions they need to answer together. The researcher then asked each of the group to answer the question. The group presented the summary of the story and answered the question. not all group present the summary, sometimes they only answered the question to save time. After that the researcher asked them to do the pronunciation task. They did not make many mistakes. However there were many of them who pronounced the letter "b" in "tomb". They also pronounced "executive" that sounded like in Bahasa Indonesia rather than in English. The researcher also gave the students feedback about the grammar. Yet they did better than before in using the past tense. As the time left was 5



minutes, the researcher summed up the material and guided the students to tell her what they have learnt for the day. The researcher informed them that they were going to have a post test the following week. The researcher then asked two students to be interviewed.

F  
INTERVIEW  
TRANSCRIPTS

- Interview transcript 1

**Date & Time** : 2 March 2011 9.00 am

**Venue** : Teachers' Room

R : Pagi Bu, saya ingin membicarakan tentang penelitian yang akan saya lakukan.

ET : Oh iya mbak. Jadi gimana penelitiannya?

R : Begini bu, nanti kan saya action research. Setelah observasi kemarin sudah saya putuskan akan mengajar speaking menggunakan jigsaw technique. Ini lesson plannya, sekiranya ibu bisa mengecek.

ET : Oke mbak, saya cek nanti dirumah ya. Bagus itu kalau mau fokus ke speaking. Kebetulan di kelas itu memang harus ditingkatkan speakingnya. Sebetulnya saya belum pernah pakai jigsaw. Jigsaw itu yang cooperative learning bukan ya?

R : Iya bu, seperti diskusi silang begitu. Nanti ada expert group sama home group. Kira kira siswa masalha kalau di speaking itu apa bu?

Ya „anak anak tuh kadang malas malasan mbak, kadang banyak yang ngobrol,

ET : terus ga banyak sih latihan speakingnya gitu

Oya bu, nanti yang mengajar ibu sendiri atau saya?

R :

ET : Oh, yang mengajar mbak saja, saya lihat saja dari belakang, sekalian mempelajari.

R : Baiklah bu, tidak apa-apa. Saya juga senang. Nanti mohon sarannya dan supaya

membantu observasi juga ketika penelitian berlangsung ya bu.

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❖ **Interview transcript 2**

**Date & Time** : 5 Maret 2012 8.05 am

**Venue** : XI IPA 1 Classroom

- R : tiap pelajaran Bahasa Inggris, bu Guru selalu mengajar seperti ini ya? Kalau diskusi atau games gitu sering ga?
- S1 : seringnya sih pake buku Bu, kalau diskusi ya pernah, tapi jarang sih. Biasanya disuruh retell atau jawab pertanyaan di buku.
- R : Oh gitu, kalau speaking gitu, kalian punya masalah?
- S1 : emm,,, susah mengekspresikan apa yang ingin dikatakan, writing lebih mudah bu. Tapi kalau speaking, sebenarnya sudah tahu di pikiran ingin bilang apa tapi susah diekspresikan karena tidak tahu banyak vocab supaya benar Inggrisnya.
- S2: kalau saya, saya malu nanti diejek teman karena Bahasa Inggris saya jelek. Yang lain pada pinter Bahasa Inggris bu. Terus guru juga lebih perhatian sama yang pinter, mau ngikutin pelajaran juga agak susah kalau sama yang pinter pinter. Takutnya grammarnya salah, karena grammar itu paling susah.
- R: Terus menurut kalian, pelajaran speaking itu baiknya gimana? Maksudnya ya biar lebih menyenangkan tapi efektif gitu.
- S1: Kalau aku sih pengennya ga monoton, ya mungkin ada games, diskusi, debat, atau nonton film asik bu. Ga terus jawab satu satu retell gitu kan lama. Pokoknya ya yang menarik gitu tapi ya yang tugasnya ga susah susah.
- S2 : sama Bu, yang menarik, apa ya. Kayak nonton film atau drama gitu asik bu.
- R : Kalau diskusi terus presentasi gitu gimana menurutmu? Misalnya dikasih teks terus dipelajari bareng bareng, didiskusikan gitu. Nah kalau udah mudeng semua baru presentasi speaking. Kalau gitu gimana?
- S1 : itu juga boleh Bu, kayaknya asik kalau diskusi atau debat gitu.
- S2 : sama Bu,,hehehehe. Kalo diskusi kan mungkin sebelumnya persiapan dulu sebelum presentasi, jadi mikirnya bareng.

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- Interview transcript 5

Date & Time : 9 April 2012 at 8.30

Venue : XI IPA1 Classroom

- I : Menurut kamu metode jigsaw yang ibu gunakan itu apakah membuat kemampuan speaking mu lebih baik?
- S : iya bu sedikit sedikit..diskusi jigsaw bikin suka latihan bahasa inggris. Jadi ga begitu susah soalnya kan dibantu sama teman teman yang lebih pintar. Kan juga diskusi dulu,,jadi mikirnya bareng..jadi ga begitu grogi gitu..ibu juga ngajarnya lebih asik hheehheh
- I : heheh...terus..kalo kamu ga sukanya apa dari metode jigsaw?
- S : ga sukanya kalau pas jam pelajaran terakhir, sudah capek jadi males mikir untuk diskusi, kalau pagi gapapa
- I : Terus kalo topik gimana? Suka gak?
- S : Ya miss. Atpi banyak kosakata yang ga mudeng miss. Jadi kadang susah gitu untuk mengerti
- I : Susahnya apa kalo jigsaw tadi?
- S : Kalo cowok cowok itu rame gitu lho miss ngobrol. Terus kalo teksnya itu banyak kata kata susahnyanya. Harusnya dikasih waktu dulu miss dipelajari di rumah jaid mungkin bisa lebih siap
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- **Interview transcript 4**

**Date & Time** : 9 April 2012 10.00

**Venue** : Teachers' Room

- I : Ibu, gimana tadi menurut pendapat Ibu tentang implementasi jigsaw?
- ET : Iya mbak bagus kok, walaupun ada yang belum bisa tapi mereka terlihat antusias dalam speaking.
- I : Kira-kira refleksi untuk pertemuan kali ini apa menurut njenengan?
- ET : Ya, kalau untuk kali ini respon ana-anak bagus mbak. Melihat ini baru pertemuan pertama, walaupun ada anak yang masih ngeyel dan tidak ngomong blas tapi secara keseluruhan bagus.
- I : Apa ada hal lain yang harus saya improve Bu, mengenai prosedur game atau dalam hal materi?
- ET : Sementara tadi handoutnya belum bisa dikerjakan semua ya mbak. Soalnya waktunya terbatas mbak. Coba task nya ada yang dikurangi saja.
- I : Untuk medinya gimana Bu?
- ET : Sudah bagus mbak, ya mungkin bisa divariasikan pake listening juga.
- I : Lalu, menurut Ibu ini mencapai tujuan dalam pembelajaran speaking anak-anak tidak bu?
- ET : Ya sedikit sedikit mbak, yang penting anak-anak jadi suka dulu, aktif kan nanti pasti bisa belajar lebih banyak

- Interview transcript 6

Date & Time : 12 April 2012 13.30

Venue : XI IPA1 Classroom

- I : Gimana jigsaw activity tadi?
- S : Suka miss. Tapi pusing e miss...haha soalnya udah capek, tapi seru e miss.
- I : Topiknya gimana tadi?
- S : Ehmm... gmana yah? Yah udah lumayan bagus sih miss. Cumin kata katanya banyak yang masih asing Miss.
- I : Menurut kamu metode jigsaw yang ibu gunakan itu apakah membuat kemampuan speaking mu lebih baik??
- S : Iya miss. iya bu sedikit sedikit..diskusi jigsaw bikin suka latihan bahasa inggris. Jadi ga begitu susah soalnya kan dibantu sama teman teman yang lebih pintar. Sedikit sedikit bisa, kalo belajar pronunciation, sedikit sedikit ada grammarnya. ...
- I : Kalo dibandingkan pelajaran biasa seperti yang ibu guru klian lakukan, pilih mana?
- S : Ya pilih ini Miss, asalkan ga sering sering, kalo gini kan bisa banyak latihan speaking nya, juga ga begitu takut nanti kalo disuruh speaking di depan kan udah diskusi dulu sama teman yang lebih pintar. Asik sih miss.. jadi ga

monoton gitu.

- I : kalo kamu ga sukanya apa dari metode jigsaw?
- S : Apa yah miss yah? ga sukanya kalau pas jam pelajaran terakhir, sudah capek jadi males mikir untuk diskusi, kalau pagi gapapa
- I : kalau prosedurnya, bahasanya, kalimatnya, ata gambarnya gy mungkin?
- S : Oh iya, gambarnya miss.
- I : Gambarnya gimana?
- S : Gambarnya kurang gedhe miss. Kalo lebih gedhe bisa lebih jelas kita mahaminya. Terus gambarnya dibanyakin miss..tulisannya dikurangin.
- I : Oh ... OK. Ada lagi?
- S : Udah kayake miss.
- 

• **Interview transcript 7**

**Date & Time** : 23 April 2012

**Venue** : XI IPA1 Classroom

- I : Mam. Menurut anda kegiatan jigsaw tadi berhasil tidak?
- ET : Lumayan bagus mbak. Tapi tadi prosedurnya agak lama menjelaskannya soalnya siswa rada rame.
- I : Kira-kira perkembangan speaking siswanya gimana bu? Sudah efektif apa belum?
- ET : Iya mbak. Siswa jadi tambah practice speakingnya, seperti lebih termotivasi gitu. Mungkin suka, karena ada diskusi sama teman, jadi lebih santai gitu, sambil ngobrol ngobrol
- I : Terus kira-kira kekurangannya apa bu?
- ET : Ya mungkin teksnya di buat agar lebih pendek. Tadi ada siswa yang Tanya Tanya vocab,. Terus mungkin bisa pake media apa gitu mbak. Film pendek



begitu

- I : Kalau secara keseluruhan untuk cycle 1 ini kekurangannya apa bu?
- ET : Apa mbak yah?
- I : Kalo pake reward berupa stiker sama pon gitu gimana bu?
- ET : Oh iya bisa itu mbak. Sama game nya dibuat lebih various.
- I : Oh jadi ditambah lebih bervariasi gitu yah.
- ET : Medianya ditambah aja mbak sama nanti anak-anak tak suruh pinjam di perpustakaan biar anak-anak nanti bisa kroscek vocabularinya.
- I : Oh iya. Apa lagi bu yah? kalo tentang prosedurnya mungkin.

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#### **Interview transcript 8**

**Date & Time** : 23 April 2012 at 8.30

**Venue** : XI IPA1 Classroom

- I : Dek suasana kelasnya tadi gimana? Seneng gak sama kegiatannya diskusi silang gitupake jigsaw?
- S : Seneng miss. Rasanya kaya ngobrol ngobrol asik gitu
- I : Bisa meningkatkan kemampuan speaking kalian apa gak?
- S : Gimana miss yah... Bisa kayake.
- I : Kayake? Gimana maksudnya?
- S : Yah kita bisa belajar cara bercerita kejadian di masa lampau, agak susah sih miss,, kalo harus merubah tense nya jadi past tense. tapi asik tadi,,temanya juga asik...ga kaya kemarin itu agak susah..ini lebih mudah
- I : Topic Friendship maksudnya ?
- S : Iya betul miss.

- I : Terus kalau pronunciationnya gitu kalian jadi lebih baik ga?
- S : Iya jadi banyak belajar miss...ada kata kata yang aku pikir pronunciationku udah benar tapi, ternyata salah...haahha..padahal udah kepedean Miss
- Terus kalau vocab nambah ga?
- I : Ya nambah miss dikit dikit..banyak latihan juga
- S : kalau practice speaking dikelas, terus sama Miss dibenerin grammar, atau peronunciationnya gitu menurut kamu gimana?
- I : ya gapapa miss, malah senang. Tapi jangan banyak banyak miss,,soalnya ndek bingung. Hehehe. Saya juga kadang grammarnya salah kok miss. Apalagi kalau misalkan disuruh cerita yang cerita di masa lalu, pas tense gitu
- S : kadang lupa grammarnya dirubah jadi ke bentuk lampau.

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❖ **Interview transcript 9**

**Date & Time** : 26 April 2012 at 13.40

**Venue** : XI IPA1 Classroom

- I : Gimana tadi kegiatannya?
- S : Ya...lumayan misss...
- I : Lumayan gimana maksudnya?
- S : Bagus miss... Topiknya bagus.tentang love. Seru miss..
- I : Hahaha... Iya cocok. Jadi topiknya lebih bagus daripada yang pertama dulu yah.
- S : Yang mana Miss?
- I : Yang pas dua pertemuan pertama

- S : Oh iya miss. Seru yang sekarang.
- I : gimana tadi, groupnya dapat sticker apa?
- S : oh..dapat Great Team Miss..yee
- I : cool..menurut kamu ngasih predikat Good Team, Great Team saam Super Team itu baik ga? Bedanya apa sama ga ngasih stiker itu?
- S : mmm...ya jadi tambah semangat Miss,,termotivasi gitu..supaya groupnya bisa jadi yang terbaik juga.
- S : iya miss,,misalnya ada teman yang males malesan gitu kayak kemarin kemarin, jadi ikut diskusi juga miss

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❖ **Interview transcript 10**

**Date & Time** : 27 April 2012 9.00am

**Venue** : XI IPA1 Classroom

- I : Menurut anda gimana bu kegiatan jigsaw yang kemarin?
- ET : Ya lebih baik mbak dari pada yang sebelumnya It ran well. The students enjoyed it.
- I : Kurangnya apa bu.
- ET : So far so good kok mbak, Cuma yang saya lihat, anak anak mungkin agak bosan mbak karena kok jigsaw terus gitu...kok ga ganti tekniknya..
- Ohh gitu ya bu..saya juga lihat. Memang harusnya ga terlalu dekat frekuensinya harus diselang seling.
- I :
- Kalau dibandingkan dengan yang konsep pertama gimana? Ada improvement nya atau tidak?
- ET : Yah ada. Kalau yang di cycle II ini anak anak lebih aktif. Tapi kalo siang itu anak anak agak capek mbak,,jadi mungkin ada beberapa yang asal ikut pelajaran aja. tapi kalo pas pagi mungkin mereka lebih aktif, kan masih fresh

ya.. jadi lebih banyak practisenya...apalagi pas ada stiker sticker itu lho mbak..

Oh iya,,,itu team achievement bu,,supaya lebih semangat aja bersaing sama group lai

ET :

I : Oiya bu...Bagian apa bu yang bikin mereka lebih antus

ET : Topiknya menurut saya.

I : Kalau kekurangannya gimana bu?

ET : Apa mbak yah? Udah bagus kok.

I : Jadi menurut ibu untuk yang cycle 2 ini sudah cukup efektif yah?

ET : Sudah.

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G

STUDENTS' SCORES IN  
PRE-TEST & POST-TEST

## PRE-TEST SCORE RESULT

| No | ASPECT             |    |                       |    |                              |    |   |    | TOTAL MARK |    | CATEGORY |           |
|----|--------------------|----|-----------------------|----|------------------------------|----|---|----|------------|----|----------|-----------|
|    | Phonological Skill |    | Speech Function Skill |    | Interaction Management Skill |    | Extended discourse organizational skill |    |            |    |          |           |
|    | I                  | ET | I                     | ET | I                            | ET | I                                       | ET | I          | ET | I        | ET        |
| 1  | 3                  | 2  | 2                     | 3  | 4                            | 3  | 3                                       | 3  | 60         | 55 | fair     | Fair      |
| 2  | 3                  | 3  | 3                     | 2  | 4                            | 4  | 3                                       | 3  | 65         | 60 | Fair     | fair      |
| 3  | 2                  | 3  | 4                     | 2  | 2                            | 3  | 3                                       | 3  | 60         | 50 | fair     | fair      |
| 4  | 2                  | 3  | 2                     | 2  | 2                            | 4  | 3                                       | 3  | 50         | 60 | fair     | fair      |
| 5  | 3                  | 3  | 3                     | 3  | 3                            | 4  | 2                                       | 3  | 55         | 65 | fair     | fair      |
| 6  | 2                  | 2  | 2                     | 2  | 2                            | 2  | 2                                       | 2  | 40         | 40 | fair     | fair      |
| 7  | 2                  | 3  | 3                     | 3  | 4                            | 3  | 3                                       | 3  | 60         | 60 | Fair     | fair      |
| 8  | 2                  | 2  | 2                     | 2  | 2                            | 3  | 2                                       | 2  | 40         | 50 | poor     | fair      |
| 9  | 2                  | 3  | 2                     | 2  | 2                            | 4  | 3                                       | 2  | 45         | 55 | fair     | fair      |
| 10 | 3                  | 2  | 2                     | 2  | 4                            | 3  | 2                                       | 4  | 60         | 60 | fair     | fair      |
| 11 | 3                  | 3  | 3                     | 2  | 4                            | 4  | 2                                       | 2  | 60         | 55 | fair     | fair      |
| 12 | 3                  | 4  | 3                     | 3  | 4                            | 4  | 4                                       | 4  | 70         | 75 | good     | good      |
| 13 | 2                  | 3  | 3                     | 3  | 2                            | 2  | 4                                       | 4  | 55         | 60 | fair     | fair      |
| 14 | 4                  | 3  | 4                     | 4  | 3                            | 4  | 4                                       | 4  | 75         | 75 | good     | good      |
| 15 | 3                  | 3  | 3                     | 2  | 4                            | 4  | 2                                       | 3  | 60         | 60 | fair     | fair      |
| 16 | 3                  | 3  | 3                     | 2  | 4                            | 3  | 3                                       | 3  | 65         | 55 | Fair     | fair      |
| 17 | 2                  | 2  | 3                     | 3  | 4                            | 4  | 3                                       | 3  | 60         | 60 | fair     | fair      |
| 18 | 3                  | 3  | 3                     | 2  | 4                            | 3  | 3                                       | 2  | 65         | 50 | Fair     | fair      |
| 19 | 4                  | 4  | 4                     | 3  | 3                            | 4  | 3                                       | 4  | 70         | 75 | good     | good      |
| 20 | 3                  | 3  | 3                     | 2  | 4                            | 4  | 3                                       | 2  | 60         | 60 | fair     | fair      |
| 21 | 3                  | 2  | 3                     | 3  | 4                            | 4  | 3                                       | 2  | 65         | 55 | fair     | fair      |
| 22 | 2                  | 2  | 2                     | 2  | 2                            | 3  | 2                                       | 2  | 40         | 45 | poor     | fair      |
| 23 | 3                  | 3  | 3                     | 2  | 3                            | 4  | 3                                       | 2  | 60         | 55 | Fair     | fair      |
| 24 | 4                  | 4  | 3                     | 3  | 4                            | 4  | 3                                       | 4  | 70         | 75 | good     | good      |
| 25 | 3                  | 3  | 3                     | 2  | 4                            | 3  | 3                                       | 3  | 65         | 55 | fair     | fair      |
| 26 | 2                  | 2  | 2                     | 2  | 2                            | 2  | 2                                       | 2  | 40         | 40 | poor     | poor      |
| 27 | 2                  | 3  | 3                     | 3  | 2                            | 3  | 4                                       | 4  | 55         | 60 | fair     | fair      |
| 28 | 2                  | 3  | 2                     | 2  | 3                            | 4  | 3                                       | 3  | 50         | 60 | Fair     | fair      |
| 29 | 3                  | 3  | 3                     | 2  | 4                            | 4  | 3                                       | 3  | 65         | 60 | fair     | fair      |
| 30 | 3                  | 2  | 2                     | 3  | 4                            | 3  | 3                                       | 3  | 60         | 55 | fair     | fair      |
| 31 | 3                  | 4  | 4                     | 4  | 4                            | 5  | 4                                       | 4  | 75         | 85 | good     | Very good |
| 32 | 2                  | 2  | 2                     | 2  | 3                            | 2  | 2                                       | 2  | 50         | 40 | fair     | poor      |

## POST-TEST SCORE RESULT

|    | ASPECT             |    |                       |    |                              |    |   |    | TOTAL MARK |    | CATEGORY  |           |
|----|--------------------|----|-----------------------|----|------------------------------|----|---|----|------------|----|-----------|-----------|
|    | Phonological Skill |    | Speech Function Skill |    | Interaction Management Skill |    | Extended discourse organizational skill |    |            |    |           |           |
|    | I                  | ET | I                     | ET | I                            | ET | I                                       | ET | I          | ET | I         | ET        |
| 1  | 3                  | 2  | 4                     | 3  | 4                            | 3  | 3                                       | 3  | 65         | 55 | fair      | Fair      |
| 2  | 4                  | 3  | 3                     | 3  | 3                            | 4  | 3                                       | 4  | 65         | 70 | fair      | Good      |
| 3  | 2                  | 3  | 4                     | 2  | 2                            | 3  | 3                                       | 3  | 60         | 50 | fair      | Fair      |
| 4  | 3                  | 4  | 3                     | 3  | 4                            | 4  | 4                                       | 3  | 70         | 70 | good      | Good      |
| 5  | 4                  | 4  | 3                     | 3  | 4                            | 4  | 3                                       | 3  | 70         | 75 | good      | Good      |
| 6  | 3                  | 3  | 3                     | 3  | 3                            | 2  | 3                                       | 3  | 60         | 55 | fair      | Fair      |
| 7  | 3                  | 4  | 4                     | 4  | 4                            | 3  | 4                                       | 4  | 75         | 75 | good      | Good      |
| 8  | 3                  | 2  | 3                     | 2  | 3                            | 3  | 2                                       | 3  | 55         | 55 | fair      | Fair      |
| 9  | 3                  | 4  | 3                     | 3  | 4                            | 4  | 4                                       | 3  | 70         | 70 | good      | Good      |
| 10 | 3                  | 2  | 2                     | 2  | 4                            | 3  | 2                                       | 4  | 60         | 60 | fair      | Fair      |
| 11 | 3                  | 3  | 4                     | 3  | 3                            | 3  | 3                                       | 3  | 65         | 70 | Fair      | fair      |
| 12 | 3                  | 4  | 3                     | 3  | 4                            | 4  | 4                                       | 4  | 70         | 75 | good      | Good      |
| 13 | 3                  | 4  | 4                     | 4  | 2                            | 2  | 4                                       | 4  | 65         | 70 | fair      | Good      |
| 14 | 4                  | 3  | 4                     | 4  | 3                            | 4  | 4                                       | 4  | 75         | 75 | good      | Good      |
| 15 | 3                  | 3  | 3                     | 2  | 4                            | 4  | 2                                       | 3  | 60         | 60 | fair      | Fair      |
| 16 | 4                  | 3  | 4                     | 2  | 4                            | 4  | 3                                       | 4  | 75         | 55 | Good      | Good      |
| 17 | 2                  | 2  | 3                     | 3  | 4                            | 4  | 3                                       | 3  | 60         | 60 | fair      | Fair      |
| 18 | 4                  | 4  | 4                     | 3  | 4                            | 3  | 3                                       | 3  | 75         | 70 | good      | good      |
| 19 | 4                  | 4  | 4                     | 3  | 3                            | 4  | 3                                       | 4  | 70         | 75 | good      | Good      |
| 20 | 3                  | 3  | 3                     | 2  | 4                            | 4  | 3                                       | 2  | 60         | 60 | fair      | Fair      |
| 21 | 3                  | 2  | 3                     | 3  | 4                            | 4  | 3                                       | 2  | 65         | 55 | fair      | Fair      |
| 22 | 2                  | 2  | 2                     | 2  | 2                            | 3  | 2                                       | 2  | 40         | 45 | poor      | Fair      |
| 23 | 3                  | 3  | 3                     | 2  | 3                            | 4  | 3                                       | 2  | 60         | 55 | Fair      | Fair      |
| 24 | 5                  | 5  | 4                     | 4  | 4                            | 4  | 3                                       | 4  | 80         | 85 | good      | Very good |
| 25 | 4                  | 4  | 4                     | 4  | 4                            | 3  | 4                                       | 4  | 85         | 80 | Very good | Good      |
| 26 | 2                  | 3  | 2                     | 3  | 2                            | 3  | 2                                       | 2  | 40         | 55 | poor      | Good      |
| 27 | 3                  | 4  | 4                     | 4  | 3                            | 4  | 5                                       | 4  | 75         | 70 | good      | Good      |
| 28 | 3                  | 4  | 3                     | 3  | 3                            | 4  | 3                                       | 3  | 70         | 70 | good      | Good      |
| 29 | 4                  | 4  | 4                     | 3  | 5                            | 5  | 3                                       | 3  | 80         | 80 | good      | Good      |
| 30 | 3                  | 2  | 2                     | 3  | 4                            | 3  | 3                                       | 3  | 60         | 55 | fair      | Fair      |
| 31 | 4                  | 4  | 4                     | 4  | 4                            | 5  | 5                                       | 4  | 85         | 85 | Very good | Very good |
| 32 | 2                  | 3  | 2                     | 3  | 3                            | 3  | 2                                       | 3  | 50         | 60 | fair      | Fair      |



# H PHOTOGRAPHS



The researcher was preparing for the class.



The researcher was doing a warming up and elicitation prior to the main phase.



The student study the piece of text in home group.



The researcher circle around the expert group to check the students progress



The researcher ask a student to give a brief summary of their discussion



The students were brainstorming and listening to their member of the group explaining in home group.





A student represent the home group to answer a quiz